



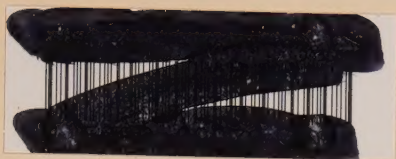
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CHILDREN'S THINKING

*A STUDY OF THE THINKING DONE BY A
GROUP OF GRADE CHILDREN WHEN
ENCOURAGED TO ASK QUESTIONS
ABOUT UNITED STATES HISTORY*

BY

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Credit is gladly given to the class at the Florida State College For Women who so willingly undertook the labor of analysing the materials used in this study.

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The desire to study classroom procedure in the spirit of this investigation comes from certain conceptions of a teacher's work. These conceptions the author owes to many splendid teachers, but the ideas became most conscious in her attempts at practicing what she heard and saw under three master teachers: Dr. Bonser, Dr. Kilpatrick, and Dr. McMurry.

I. O. H.

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CHILDREN'S THINKING¹

CHAPTER I

THE PROBLEM INVESTIGATED

THE EDUCATIONAL BACKGROUND AND CONDITIONS FROM WHICH THE PROBLEM EMERGES

Only in very recent times have appeared careful investigations into pupils' ways of working with a view to improving their methods in thinking. In 1903, *Studies in Logical Theory* was published.² Much of the earliest literature on how to help pupils to study more effectively made reference to the portion of this book written by John Dewey. One of the earliest indications of the movement, now so manifest, was a round table conference in the Department of Elementary Education of the National Educational Association in 1905. This was devoted to the consideration of "right methods of studying history and geography" and was led by Dr. Frank McMurry. He stressed the idea that knowledge of right methods of studying should be as important as knowledge of subject matter and that, therefore, the recitation period should be largely occupied in studying the lesson, "thereby throwing emphasis on thinking rather than on memorizing."³ However, Earhart, making her investigation on *Systematic Study in Elementary Schools* in 1908, found that attention to ways of study was very uncommon in classrooms, and that only two pedagogical references were available on the subject.⁴ Earhart's contribution in this study was in the evidence she gave of the ability of children to do good thinking and of the possibility of their learning to think more efficiently under instruction.

About this time appeared the two classics in the field, Dewey's *How We Think*,⁵ and McMurry's *How To Study and Teaching How To Study*.⁶ These books are not merely collections of theories; they are based on rich and abundant experiences. Each is the

¹ Tables by which conclusions given in this study were reached are not published in full. Some are included in part and some are entirely omitted. The tables are on file in the original manuscript at Teachers College.

² Dewey, John. *Studies in Logical Theory*. University of Chicago, Chicago, 1903.

³ McMurry, Frank. "Right Methods of Studying History and Geography by Children." *Journal, National Educational Association*, p. 391, University of Chicago Press, 1905.

⁴ Earhart, Lida B. *Systematic Study in the Elementary Schools*. Bureau of Publications, Teachers College, Columbia University, 1908.

⁵ Dewey, John. *How We Think*. D. C. Heath and Co., New York, 1910.

⁶ McMurry, Frank. *How to Study and Teaching How To Study*. Teachers College, Columbia University, 1909.

reasoned conclusions of a lifetime of careful observation. The former expresses the now generally accepted analysis of the thinking process, and the latter is still the master guide in helping pupils to improve their thinking.

Definite progress was made by the foregoing in evaluating children's thinking ability and in understanding conditions necessary to foster better thinking. In 1910, Bonser, by a series of carefully devised tests, established the fact that children have reasoning powers of the same general nature that adults have.⁷ Ruger, in the same year, by experimental studies in puzzle-solving, helped to make clear the nature of thinking.⁸ Another type of study was that of Stevens, who, by analyzing stenographic reports of lessons conducted, investigated the thinking of school children from the point of view of what thinking was permitted or encouraged by teachers' questions.⁹ Hosie's investigations with regard to school study of pieces of literature was similar.¹⁰ Yet another type of investigation was that of McMurtry in applying to classroom work four standards chosen to indicate whether good thinking was taking place on the part of the pupils observed.¹¹ The movement for the testing of intelligence indirectly added to our knowledge of the kind of thinking being done by children.

Simultaneous with these investigations appeared books on methods of teaching the various subjects. Mrs. Mary Sheldon Barnes was a pioneer in experimental work on how to teach history to children.¹² The suggestions in at least one book in the field of history methods, Johnson's *Teaching of History in Elementary and Secondary Schools*, were tested under classroom conditions.¹³ Experiments with regard to supervised study in history are still being reported; typical of these are the experiments of Rickard.¹⁴ Scientific research as to what subject matter in history should be given to children will also help on the problems of method.

Comparatively little, however, has been done toward printing

⁷ Bonser, F. G. *Reasoning Ability of Children of Fourth, Fifth, and Sixth School Grades*. Bureau of Publications, Teachers College, Columbia University, 1910.

⁸ Ruger, H. A. *Psychology of Efficiency*. Science Press, New York, 1910.

⁹ Stevens, Romiett. *The Question as a Measure of Efficiency In Instruction*. Bureau of Publications, Teachers College, Columbia University, 1912.

¹⁰ Hosie, J. F. *Empirical Studies in School Reading*. Bureau of Publications, Teachers College Columbia University, 1921.

¹¹ McMurtry, Frank. *Elementary School Standards*. World Book Co., New York, 1913.

¹² Barnes, Mrs. Mary Sheldon. *Studies in Historical Method*. D. C. Heath and Co., Boston, 1896.

¹³ Johnson, Henry. *Teaching of History in Elementary and Secondary Schools*. Macmillan Co., New York, 1922.

¹⁴ Rickard, G. E. "High School Students' Descriptions of Their Methods of Study." *School Review*, Vol. 22, p. 673, 1914.

the reports of lessons actually taught in classrooms under normal conditions.¹⁵ There are not available detailed reports, over any length of time, of the specific work and acts of children while they are working definitely at improving their methods of studying. Nevertheless, interest in the problem is widespread: courses are offered in methods of study; much theoretical material on the subject is being published; attempts at teaching children to improve their thinking are numerous.

This study therefore ventures into a yet untried field; it records the acts and words of a group of grade children throughout a whole school year in the study of history as far as these are pertinent to a study of their improvement in thinking about questions in history. It attempts to analyze this record in order to show what progress was made.

THE PROBLEM

More formally stated, the problem in this investigation is: *What improvement in thinking about questions from United States history will be made by a class of seventh and eighth grade pupils encouraged to ask questions with regard to United States history and to answer these questions according to their own plans.* The problem is not mainly one of finding what types of questions pupils will ask or of measuring the gains at the end of the year. Instead, the problem is to portray the growth of these children in power to think about historical questions, to note the development of their skills in seeing the questions involved, and to picture the strengthening of their abilities to answer these questions for themselves.

Two secondary problems are to be considered: (a) Will attention to methods of study rather than attention to recitation of facts, already gained, cause in this class a loss in the values measured by standard tests, and (b) Can pupils helpfully give conscious attention to their methods of working?

The aim was to find possibilities with average children. The class most accessible to the investigator was used, therefore, and conditions, as they were found in this particular school, were accepted instead of seeking a selected group in which conditions would be favorable to the activity investigated.

The record which this study analyzes was made from the combined reports of the observers through selection of such parts as the

¹⁵ "Introduction," *Stenographic Reports of Lessons*. Bureau of Publications, Teachers College, Columbia University, 1924.

writer thought pertinent to the inquiry being made. Poor work and good work alike were omitted except as they helped to solve the problem under consideration. The record submitted is therefore selective for the one phase and may not properly represent the work with respect to other phases.

CHAPTER II

THE CONDITIONS AND RECORDS OF THE INVESTIGATION

CONDITIONS INHERENT IN THE SITUATION

Class Investigated.—This investigation was made from September to May on the work of a class forming a part of a practice school of a southern state college. The class consisted of sixteen pupils, two boys and fourteen girls. Half of these children were classified in the school as being in the eighth grade and the other half as being in the seventh grade. No selection of pupils was made, the class being formed by their choosing this school rather than the city school. No tuition was charged. The home conditions of the pupils varied from good to poor. Considering their effects, educationally, none of the home conditions was at either extreme of the curve. Some of the pupils were new to the school; others had attended a year or more; all were new to the college building, and to the routine arrangements of which they found themselves a part. Intelligence tests gave I.Q's as follows:

Seventh grade pupils: 80, 81, 89, 100, 110, 114, 150

Eighth grade pupils: 85, 86, 89, 92, 100, 100, 100, 122

The arithmetical average and the median were therefore approximately 100. (Table VI.)

Course of Study.—The course of study in history was as follows:

Grade	Subject
5.....	Study of world history
6.....	United States history with emphasis on earlier periods
7.....	Civics
8.....	United States history, emphasis on later periods

Text.—Beard and Bagley's *History of the American People* was the text used.

Time.—The schedule was made to fit the schedules of college students who used the school for purposes of observation and practice.

Fifty-five minutes daily for eight months were given to history. This included both recitation and required study.

Teachers.—The class was in charge of the same critic or room teacher throughout the year's work in history. The actual teaching was done by this teacher, by practice teachers, and by the writer.

CONDITIONS SET BY THE INVESTIGATION

Records.—One or more observers and the critic teacher were present regularly to take notes of what was said and done during the class hour. By means of abbreviations, these notes were made as nearly like stenographic reports as possible by those untrained in shorthand. There was a continual change in personnel of observers. Notes were combined into a whole by the writer and checked by the person actually instructing in that unit. Any seeming discrepancies were discussed and parts deemed inaccurate were omitted. The record presented here is made from this unified report by selecting such parts as appeared to be pertinent to the inquiry which was being made.

A description of the particular process by which the record was abbreviated follows. The daily records were verified (as explained), dated, and placed in serial order as they were produced. In June the investigator read continuously for the first time through the mass of records thus collected into one account. This accumulated material was read and reread until a conception of the year's work as a whole was secured. Elimination then began. Each lesson unit or part of a unit which merely treated new subject matter as other subject matter had been treated was omitted. Notes were inserted wherever such eliminations interfered with the continuity of the record as a story of the year's work. Units showing tangible changes from one method to another were included whether in the opinion of the investigator these changes were retrogressions or advances. It was found possible in the first portions to include practically all expressions with regard to method since at the first of the year such expression came briefly when the teacher suggested such considerations. In the latter part of the record care was taken that the eliminations should not be such that the remaining portions would fail to show continuations of methods begun earlier in the year if such methods had persisted.

Conditions Observed by the Leaders.—The record was not analyzed during the year. No guidance of the work of the class, therefore,

was made from such knowledge. Teachers tried to meet the needs of the pupils by working on the topics and questions they suggested, endeavoring, however, to lead the pupils deeper into any activity which they chose.

Conditions Understood by the Children.—No particular set of instructions was given the children. They soon understood from the attitudes, questions, assignments, and remarks of the teachers that certain conditions existed:

1. The class was free to discuss any question pertaining to United States history.
2. The class was free to use any methods of studying and reciting that it thought helpful.
3. The class was responsible for making good use of the time and for being able to give a reason for anything it wished to do.
4. The class must carry to fair completion any problem it deliberately set itself.
5. Individuals must do, at least in a poor way, any work assigned by the majority of the class. (Gradually, failure to object to any proposal came to imply consent without more formal action.)

METHOD OF THIS INVESTIGATION

At least four methods are now available for studying problems, such as the one proposed for this investigation. The first three of these may be called partial methods. The fourth may be referred to as the complete method, that is, complete in as far as we now know what completeness means in investigating class hour procedure. The four types of research may be designated as follows:

1. The *residual-end-product* method in which the results at the relatively distant end of the process are measured.
2. The *process* method in which the chief concern is with how the results are achieved, but which gives relatively little attention to the results either throughout the process or at the end of the process.
3. The *process-product* method in which the process is described and analyzed and the immediate results or products relatively evaluated as they appear in the process with as objective measures as can be devised.

4. The *process-product plus residual-end-product* method, in which the process is described and analyzed and the immediate results evaluated as they appear during the process and the products measured at the close of the investigation or later.

It may be said that research in education has, in the past, laid emphasis on the end-product to the comparative neglect of the process. There are, however, urgent reasons for emphasis on the process and its immediate products.

- a. The strength of the movement for supervised study and the relatively large amount of time given to study of teaching methods indicate the importance of these phases of school work. Theoretically, at least, the best teaching now should give attention to the process and the immediate products, together with the end products, rather than to merely end-products.
- b. There is danger in concentrating too strongly on fact results when measuring, lest other phases be crowded out of the class hours. Tests for the end-products of teaching (especially for the fact end-products) are being constructed and standardized in great quantity. Meanwhile there continues to be a scarcity of dependable studies and tests in the more subtle and important phases of class work; namely, those phases which we think of as constituting good reflective thinking. School systems adopt what research makes available. If teachers' skill and pupils' learning are judged in a particular phase of class work, that phase will likely be the one emphasized by teachers and pupils.
- c. Supervision could be made more effective if we had adequate studies and tests of the process and the immediate products. Such studies would ultimately look to supervision during the process of learning; and in this way give specific aid to methods of teaching at the very point where most needed. This is a contrast to developing dependency in supervision solely upon the measurement of the final end-products.
- d. Teachers who have intimate knowledge of children's classroom responses would probably contribute more to the solution of teaching and learning problems were more techniques developed for studying the process and the immediate products. This would be true because in the course of their work the informa-

tion from such studies would be useful to them and also because this type of problem would appeal to their natural interests. Such work on the part of the teacher would strengthen both teaching and research.

There is, therefore, need of attempts to study the more subtle phases of the work of the class hour. Studies of the process and immediate products must of necessity be crude for lack of forms, tests, and established methods for making quantitative and objective analyses. The studies may be scientific in the definiteness of their descriptions, in the exactness of their analyses, and in the accuracy of their conclusions.

The investigation here described is one attempt at such work. The study falls under the third method of research; namely, the *process-product* method. Its particular contribution is in its emphasis on this method in contrast to the more commonly used residual-end-product method. Although some effort was made to measure residual end-products, the handling of this was too inadequate to permit the classification of this investigation under the fourth or complete method; namely, the process-product plus residual-end-product method.

CHAPTER III

THE ANALYSES AND INTERPRETATION OF THE RESULTS FOUND IN THE INVESTIGATION

GENERAL EXPLANATION OF THE TABLES

A cursory reading of the account of the words and acts of the class investigated, as recorded from lines A 1 to F 237 of the Appendix, is essential to following this discussion with any degree of either understanding or pleasure. Tables VI to X, inclusive, show the results of the tests given the class.¹ Tables I to V, inclusive, give the trend of the growth of the children as to skill in thinking, and show the lines of analyses here presented.

Table I presents a general view of the organization that developed during the year's work while the children were helped to answer their own questions. The analysis into six periods, as here suggested, with its accompanying line references and lists of questions investigated by the children, is the key to the other tables and to this interpretation. This analysis into six uneven periods is continued in the other tables. The record in the Appendix is divided into the same six periods. The six periods are:

Period A—September 27 to October 10—Inclination to formal reading and repeating.

Period B—October and November—Thinking on a larger problem introduced through mention of a local discussion.

Period C—December and January—Application of methods found in studying above problem to study of the textbook.

Period D—February—Initiative in studying World War with a pupil as chairman.

Period E—March to April 17—Consideration of problems facing citizens today.

Period F—April 18 to May 15—Organization of year's work.

Table II presents the references which will enable one to locate quickly contrasting parts of the record if one wishes to get a view of the children's development by considering examples of their work

¹ Other tables used in reaching conclusions presented in this study are on file in the original manuscript at Teachers College, Columbia University.

WHAT CHANGES

Part	Characteristics of Period	Time Used and Part of Record Involved	What Questions Did Class Set Itself?	Li R
A	Inclination to formal reading and repeating	Sept. 27-Oct. 10 A 36-A 164 A 215-A 318	What is worth our studying in this period of exploration? How was land found by civilized white men who would settle it? How were homes begun in America?	A 31 A 37 A 38 A 117
B	Thinking on larger problem introduced through mention of local discussion	October 10-17 A 203-A 214 B 1-B 520 Oct. 19-Nov. 30	What shall we do about Ku Klux Klan? Should an American citizen be free to think and act for himself? How was right secured?	A 171 A 203 A 309 B 1 B 15- B 52- B 66
C	Application of methods so found to study of text	Dec. 1-Jan. 31 C 1-C 278	How did nation go on after getting a constitution? What were our foreign relations from 1790 on?	C 1 C 21- C 192 C 205 C 209
D	Initiative in studying present-day events	Feb. D 1-D 271	What should an American boy or girl know about the World War?	A 21, A 205 C 192 C 205 D 1
E	Consideration of to-day's problems	Mar. 1-Apr. 17 E 1-E 418	Is feeling of coöperation and unselfishness aroused by World War still going on? Why do we not join League of Nations? Will we have another World War? What should we do about immigration? How has our country developed industrially? How did woman's suffrage come about? What have our great Americans done?	A 175 D 186 A 21, A 174 A 185 E 121 E 276 C 199 E 277 F 13 D 133 E 355
F	Organization of year's work	Apr. 18-May 15 F 1-F 237	What are the important events of our history? What have we learned about how to study?	F 10 F 31-

TO PROMINENCE?

I Derived?	II How were questions investigated?		III How Were Definite Conclusions Formulated?
	1. What Were the Steps in Learning to Investigate Problems?	2. What Attention Was Given to Method of Study?	
2. ances Were Made se of Questions?			
requires formu- tentation and re- of questions; ildren offer ir- questions	Bits of good practice in- sisted upon by teacher	Establishing or correct- ing some detail of method	Listing only under teach- er's urging
and children, together, find, , select parts, and rearrange s	Possibilities in thinking and using helps noted through teacher and pu- pils studying together	Retrospective organiz- ing of methods used	Interested summarizing on board under much guidance
voluntarily offer s and reorganize	More definite practice on certain phases thus seen	Adding to, evaluating, correcting, and practic- ing method organized	Making of question and sentence outlines with but little help
seek questions riters and from er	Attention to class-hour organization and to im- provement of individu- al's use of materials	Planning methods before beginning work, with later attention to changes in method arising under new application	Class again struggling through above stages when left to itself
als in their work question outlines tter of course es questions be- merican people	Practice in seeing prob- lems, finding facts, or- ganizing and presenting them	Transferring of methods from one topic to another	Using of sentence out- lines and summaries as a matter of course by class individuals
summarizes its out questions	Expressing of methods in words	Comparing of methods	Stating ideas on forms of organization

TABLE II
CONTRASTING PARTS OF RECORD

Type of Material	Lines Showing Early Records*	Lines Showing Late Records
First and Last Lesson Units of the Year	A 36-A 163 A 215-A 318	F 92-F 237
Theorizing on Method	A 265-A 277 B 9-B 51	F 92-F 237
Planning Work	A 38-A 85	E 326-E 365
Organizing Questions	A 43-A 65 A 116-A 129	C 21-C 100 E1-E 30 E 95 E 356-E 362
Reporting Facts and Organizing Facts	A 94-A 105 A 217-A 264	E 1-E 196 E 278-E 318 E 380-F 7
Unit Reports	A 104-A 105 A 226	E 382-E 385

* In all tables and references to the Appendix, the letters (A, B, C, D, E, F) refer to periods described on page 10 and the figures refer to lines within the records of these periods in the Appendix.

early and late in the same school year. This table contains the most clear-cut contrasts that could be found without collecting parts from different lessons. These contrasting selections are too long to be quoted here, but turning to them in the Appendix will give in the quickest possible way, a conception of the growth which took place in the class during the year.

CHANGES IN THE TYPE OF WORK DURING THE SCHOOL YEAR

Table I gives a general view of the year's work and of the analyses attempted in this study. This table shows lines of changes traceable in the work done by the class. Column five of the table indicates how the children changed the very type of the class hour to fit in with their own growth. It also gives the lines of the record in which this feature may be traced.

During the first two weeks the class was content to tell bits of stories that they recalled of the earlier explorers and of the Indians [A 94-A 253]. Their purposes were very general; for example, "to get an education" and "to find something interesting." The aim of a lesson, for instance, was remembered as "to study men." The class was satisfied with vague abstract statements. "Columbus dis-

covered America" was an habitual and sufficient statement. They cared little as to its meaning. The various members of this class when asked to be definite interpreted this to mean, "found America, all of it," "all of the east coast," "a new continent," "a first voyage," or "went to a part of Mexico and some islands." Suggestions that the class offer their own explanations of what they read as well as repeat the words of the book brought only stray ideas with little relationship to the material being considered.

At length, finding themselves unable to answer specific minor questions, the class settled down to study together, with books and maps, pencils and paper before them. The teacher helped from the board. They made maps, tabulations, outlines, and discussed the less important questions that they could answer. Such work as that quoted below was typical of the first weeks:

- T. (during discussion of explorations). Can you make any accurate statements about it? Turn to your books. How will you find the place?
- C. Index.
- T. Yes and table of contents. Read us definite statements you find or show us on the map. (They read.)
- T. Ready for reports of the first voyage. . . . Tell us in words as you trace it. . . . Can some one help her? . . . What did he do next? (Teacher writes as children trace steps; later they criticize, copy, and study tabulations so made.)

The class soon became meekly busy over the routine drudgery of dissecting and repeating their text. The teacher attempted to break up this attitude by such remarks as the following: "You remember that we said that we would consider any question you wished this class to answer the first thing during any class hour. Have any questions come to you that you would like to try to answer? (No response) That is queer, is it not? A bunch of boys and girls who are citizens but who have not a question to ask. (Silence) I am wondering why you have not?" [A 165]. A local occurrence led them to mention the study of the Ku Klux Klan. This successfully drew them away from textbook memorizing into spirited discussion and at length grew into an attempt to solve the problem of whether the American citizen should be free to think and act for himself. The work of November thus became radically different. Suggestions were readily given under the teacher's steady urging of "any other suggestion." The following quotations show such suggestions:

- C. The first question was, Why did America want a constitution? America was having trouble at that time. There was need of a constitution, I looked in index and found . . .
- T. How did uniting begin?
- C. I have an idea. They had Articles of Confederation.
- C. There was a meeting of a Constitutional Convention. . . .
- T. What other question?
- C. Couldn't we look up reconstruction period of war?
- C. Might look up division of government.
- C. Why did they start a new government?
- C. Put the question under "What was the form of the Constitution at first?"
- C. The question, Where did they get the ideas? carries us back to Europe. [A 196]

That the matter of how to study was gaining prominence is clear in the remark of a child when asked how the class could study the next lesson. "We could take down the little things and see if we can answer little questions under the large questions." Their old attitude toward the class hour is, however, still evident in the question of another child to the teacher; namely, "What are you going to do?" And in the amused remark of a child later [B 229], "One said, ask each other questions. We would not sit down and ask each other questions." In this period, too, they practiced studying together but now at times some child was the leader, showing the others step by step how he had found his facts [B 277-B 349].

Thus, the idea of merely "reciting the lesson" disappeared. When, in December and January they tried to follow at once the many lines of development opening in the new nation, they found their text invaluable not only as a source book but also as a guide. The following quotation is typical of this period of learning to use the text well:

- T. What shall we do?
- C. Why not let all look over chapter and find men mentioned; next find answers to our questions and remodel them.
- T. Perhaps we should limit them to some period.
- C. Chapters. . . .
- T. Do years make periods?
- C. Grouping of chapters on page — is best way to work now.
- C. There is something else that will help us. At the end of each chapter is a review outline. No, not at the end of each chapter, but after groups of chapters.
- C. I found another help. Questions and problems by the authors. [C 34]

T. And I believe we were to watch certain lines?

C. . . .

T. Did you find any questions to add? . . . Have you thought what events should be considered under each question? What shall we begin discussing? . . .

C. Begin with ideas and fit men and events in. [C34-C104]

But the drive of questions that they wanted answered brought the class in February, March, and April into the more distinctly problem organization of work. [D-E]. In February, a large part of their attention was directed to ways of working together as a group. Remarks similar to the following were characteristic:

I think we should get books, go through certain portions and report what we find. [D21]

Shucks! Chairman is not to keep order, she is to receive what we say. [D 28]

We need a secretary, too.

We must get to work, we've wasted time. [D 29]

Let's have some questions so we can see where we are going. [D 38]

By March they gave more attention to the organization within their material as shown in this quotation:

C. (Looking at beginning of statement on the board) Are all of those equally big?

C. No. Those under 1 should be marked *a*, *b*, and *c*.

It is noticeable in the above and also in the following remarks of the pupils that they had learned to discuss difficulties freely among themselves and to insist on understanding relationships.

C. I don't see what we mean by discussing the Hague Conference. We were working on the League.

C. Shows how idea has grown.

C. We are finding how nations found their need for League.

Lines E 257 to E 332 show how readily facts were brought in April when new topics were begun. Lines 333 to 373 show that planning their work together had become habitual. The small part the teacher took in the work at this point is in decided contrast to her share in the lessons quoted from early in the year. Table III indicates this difference also.

In following the outlines given in lines E 381, the child took most of a class period to discuss the tariff with his mates. Such reports, followed by the class questioning the reporter and the reporter next questioning the class to see if they got the important parts of his talk, did not require much talking on the part of the teacher.

The approach of the end of the session naturally brought an effort to see what had been gained both in facts and ways of study. [F]. That they deliberately traced relationships at that time and earlier is obvious in the quotations which follow:

You can trace parties back to these quarrels . . . but they have changed many times since . . . these arguments grew into party disagreements. [C 148]

- C. We were friends even to our foes in time of need.
- C. War brought a desire to get together . . .
- C. That feeling made us plan on a League of Nations.
- C. And yet we are not in it.
- C. I would state it this way: Did feeling of coöperation and unselfishness which grew up during the war continue? [D 195]

- C. Is feeling of friendliness and coöperation aroused in United States during the war, going on if we refuse to join the League? I thought of that again last night.
- C. Nations are still trying to coöperate and we have refused to join the world organization. [E 115]

- C. (Referring to League) I'd like better to know what they do in 1924. [E 126]

- T. Does opposition to the League mean that they are opposed to world coöperation?
- C. No. Only that they have different ideas about how to get coöperation. Everyone has a different idea it seems. [E 130]

- C. I don't see what we mean by discussing Hague Conferences. We were working on the League.
- C. Shows how idea has grown.
- C. We are finding how nations found their need for the League. [E 184]

- C. I don't see the connection with the industrial development of this question of westward movement.
- C. Oh, I do! They began trading with each other in the different regions.
- C. Rivers explored increased trade. Roads built did the same.
- C. They were looking for wealth and land.

- C. This moving westward showed that people wished to build up their business.
- C. Such vast territory led us later to organization of labor.
- C. Yes, and now we have not even mentioned the cattle rangers . . .
[E 418]
- C. Make questions of your own. Have definite questions in mind and try to answer them.
- C. How can you make questions before studying?
- C. We've done it all year.
- C. You must know something about topic in order to do it.
- C. Make vague question first.
- C. Yes, of course, you don't study until you know something about what you want to find out.
- C. After reading enough to get general question, go back and read material over again.
- C. Then make your questions into better ones.
- C. Answering the question made by the author helps.
- C. (who asked question in beginning) That might be another good way to begin. Look over his questions.
- C. Yes. Use author's questions, then make some of your own to especially fit you and to bring up small parts. [F 189].

The record of a class hour beginning with line F 117 pictures a class with ideas on different ways of using books in such a way as to trace a line of thought for themselves. There is thus, even in quotations from their work, evidence that their ways of using the class hour steadily progressed to higher levels. This was clearer in watching the class since their speed, ease, and responsibility could be seen to develop in movements and expressions even where these qualities were not evident in the quoted words of the main class discussion.

From the foregoing account it is clear that the nature of the assignment was continuously changing with the children's broadening outlook on the purpose of the class hour. At the beginning, the pupils held one of the chief functions of the teacher to be the making of assignments. To tell them specifically what lines to read and how to use pencil and paper in preparation of the lesson, if she wished these used, were a part of her business and no concern of theirs. Such ideas went with the conception of the class hour as a time for repeating. But this conception changed. The class hour became a time for sharing what one had mastered and for going on together in the search of further understanding. Then the assignment altered; it became a matter of finding out what one could do

next which would be helpful and of getting all possible suggestions on how to do it and where to find the facts needed.

The growing sense of responsibility which accompanied this development may be traced through these remarks:

- C. Is that all we are going to put under that question? [B 197]
- C. Ask reporter questions; reporter may ask us questions. If time, think out what next day's lesson should be. [B 240]
- C. (Turning to teacher) You want us to bring in outline for next time?
- T. Do you want to do it?
- C. I don't know. I know that I, myself, would not.
- T. Try it this way in deciding—What do you want others to do for you on their topics?
- C. If we come across an article that is good for another's report, we might bring it to the other person, for one can't find everything. [B 250]
- C. Excuse me but won't you please come to the front so we can hear you better? [B 358]
- C. I don't see much connection.
- C. Haven't we been off on something else?
- T. Have we?
- C. We have been studying government.
- C. We've been finding out where the ideas come from.
- C. We had to get the chance before we could make it. We had to have ideas to put into it, didn't we? [B 464]
- T. Why, I am willing to accept the contest you suggest. How will you get your questions?
- C. You make them. (Teacher smiles.)
- C. We will ask all we can, then you finish. [B 478]
- C. I don't see what we are doing.
- C. We are trying to see if we have material for a play.
- T. But why am I reading with you?
- C. You are trying to show us how to study this, since we had trouble with it. [B 507]

While the teacher is helping a backward child, incorrect information is given, another child challenges, first investigates and reports correction. Another child remarks: "I beg your pardon, but that event occurred in the following year." [C 207]

- C. I think you are wrong about that point. I read the same book. What the book said was that we could have done that, (not that we did do it). See here (reads)—So, you see it was that we did not. [D 82]

- T. What has been the good to you of what you have been doing?
- C. We learned that we had been leaning on you too much. That we must be less dependent. [F 146]
- C. I want you to require this in our notebooks. I am afraid I will never get it all otherwise. [F 24]
- C. Why, there is coal found in 1890 on our chart. Must be a mistake. That was about time of Revolutionary War. [F 27]
- C. We spoke of Woman's Suffrage yesterday. I looked up date. Amendment was passed in 1920. [F 28]
- C. Learn to work by yourself, to set your own questions, and find your own material. [F 105]

TABLE III
TEACHER AND PUPIL ACTIVITY

Period	Lines of Record Considered	Month	Topic	Per Cent of Lines Spoken by Teacher	Per Cent of Lines Spoken by Pupils
A	A 1-A 164	September	Explorations	60	40
B					
C	C 105-C 172	January	Early National Life	45	55
D					
E	E 382-E 418	April	Industrial Development of the United States	14	86
F	130-141 F 92-F 237	May	How To Study	16	84

Responsibility of the class for their work may be seen in the class handling of their own assignment and recitation when studying industrial development in lines E 335 to E 418. It should be noticed that there is no formal turning over of leadership in this hour but that there is the natural working together of pupils and teacher.

The relative amount of talking done by the pupils and the teachers is shown mathematically in Table III. The first topic of the year and the last topic, which was used before reviews were begun, were selected for the counting, giving the record for periods A and E. The count for a central period was found by simply cutting into the

stack of typewritten pages of the record, thus giving the percentage for period C. The percentage for period F was included because it was found on a distinctly different type of discussion; namely, abstractions from pupils' own experiences, since these children had read no books on how to study nor had heard any lectures on the subject.

The count shows that, while at the beginning of the year 60 per cent of the lines of the record are spoken by the teacher, by the end of the year only 14 per cent are spoken by the teacher. In other words, the pupil activity estimated thus shows an increase of from 40 per cent in September to 86 per cent in April. Had there been present a stenographer capable of taking the rapid speech of the pupils making reports this contrast would have been greater.

TABLE IV
HOW QUESTIONS FOR STUDY WERE DERIVED

1. Field of main question chosen:

- A: A 31, A 37, A 37—A 38, A 117—A 129, A 318
- B: A 171, A 203—A 214, A 309, B, B 15—B 34, B 52—B 67, B 66
- C: C 7, C 11, C 192, C 205, C 208
- D: A 21, A 166, A 205, C 192, C 205, D 1
- E: A 226, D 194—D 203, E1; A 173, A 192, E 198; A 185, E 254, E 268, E 276, E 278; C 199, D 13, E 275, E 327, E 417—E 418; D 133, D 138, E 355, F 9.
- F: F 10—F 30; F 31—F 49

2. Disconnected questions common:

- A: A 163
- B: B, B 39, B 60, B 67, B 84, B 95
- C: Practically no evidence.
- D: Practically no evidence
- E: Practically no evidence
- F: Practically no evidence

3. Questions chosen with regard to larger settings:

- A: Practically no evidence
- B: B 154—B 158, B 172—B 176
- C: C 7, C 22—C 29, C 191—C 206
- D: A 21, A 166, A 205, C 192, C 205, D 1
- E: A 226, D 194—D 261, E 1; A 21, A 173, A 192, E 198; A 185, E 254, E 268, E 276, E 278; C 199, D 1, E 275, E 327, E 417—E 418; D 133, D 138, E 355, F 9
- F: F 10—F 30, F 31—F 62

4. Question outline formal or preceding work of investigation.

- A: A 43—A 58, A 62—A 67, A 148—A 149, A 247, A 301, A 318
- B: A 209—A 214, B 52—B 198, B 274—B 275, B 492
- C: C 21—C 33, C 61—C 100, C 208—C 255

TABLE IV (*Continued*)

- D: Practically no evidence
 E: E 1—E 13
 F: Practically no evidence
5. Question outline gradually made while solving problems:
 A: Practically no evidence
 B: Practically no evidence
 C: C 35, C 155, C 207, C 221—C 228
 D: D 33—D 43, D 91, D 103, D 158—D 163, D 168—D 174
 E: D 192—D 203, E 16—E 24, E 24—E 31, E 144—E 154, E 337—E 379
 F: F 188—F 221
6. Questions the responsibility of the teachers:
 A: A 43—A 58, A 79—A 86, A 110—A 130, A 149, A 165, A 217—A 223, A 278—A 288
 B: B 52—B 92, B 100, B 104, B 110, B 113, B 130, B 134, B 143, B 154, B 159, B 173, B 189, B 206, B 352
 C: B 478—B 484, C 21, C 21, C 30, C 87, C 208, C 231, C 244
 D: D 96, D 106, D 108
 E: Practically no evidence
 F: Practically no evidence
7. Questions valued by the pupils:
 A: A 138, A 251
 B: A 309, B 42, B 45, B 53, B 62—B 64, B 93, B 103, B 108, B 152, B 171, B 172, B 196, B 197, B 208, B 228—B 241, B 352—B 355, B 464
 C: B 484, B 492, C 17, C 35, C 59, C 83—C 100, C 165
 D: D 10, D 123, D 38—D 46, D 89, D 111, D 160, D 163, D 218
 E: E 1—E 74, E 66—E 68, E 71, E 73, E 80, E 113, E 119, E 132, E 184, E 226, E 269, E 272, E 331
 F: F 188—F 220
8. Realization of the existence of national questions:
 A: Practically no evidence.
 B: A 204, B 52—B 70, A 173, A 175, A 181, A 185
 C: C 77, C 82, C 131, C 148, C 165, C 173, C 194—C 206
 D: D 194—D 202, D 215
 E: E 98—E 202, E 247, E 263, E 265, E 267, E 269, E 270, E 283—E 354, F: F 103 F 9
9. Planning for the solving of questions:
 A: A 34—A 85, A 106—A 149, A 265—A 277, A 301, A 311
 B: A 208—A 214, B 109—B 211, B 212—B 320, B 367, B 444—B 450, B 470—B 501
 C: C 13—C 104, C 208—C 278
 D: D 1—D 56, D 104—D 119, D 124—D 132, D 135—D 144, D 152—D 168, D 180—D 183, D 241, D 270
 E: E 15—E 22, E 30, E 76—E 78, E 329—E 379, E 406—E 410, F 1—F 10, F 24
 F: F 31—F 91, F 92—F 237

THE DEVELOPMENT BY THE PUPILS OF EASE IN FINDING QUESTIONS

Several lines of development may be traced through the year. The second phase considered here is growth in ability to see questions for study. Table IV is a guide to the study of this problem.

Since one condition set by this investigation was that the pupils should be encouraged to ask questions in regard to United States history, the teacher of the class began the year's work by an inquiry as to the topics in which the children were interested then, trying to get questions about these topics. [A 6-A 34] Quite a range of topics was mentioned, but the significant feature of the first lesson was that when it came to an actual assignment for the next day's work, the class chose merely to begin at the beginning of its text and take the first lesson. [A 39-A 45] The children found after class that their topic and their text assignment did not fit. They had supposed that the new text was arranged as had been the text which was previously used. Their only suggestions on method then were to read and tell what they had read. The query, "Have you any questions?" met with silence at first. [A 45]

An effort, on the part of the teacher, to find their interests in connection with the explorers resulted in poor routine work. They were apparently hoping to be entertained by fresh stories, in lieu of which they were content to repeat the textbook statements. The teacher then tried to break through this calm acceptance of paragraph after paragraph. A question requiring some selection of facts on the part of the pupils was at length secured from the class. The instance quoted below reveals difficulties in securing good problems:

- T. What are you going to say is important in this period we are studying?
You did not suggest studying explorations to please me, did you?
What questions would you ask?
- C. I think we ought to know how America became a country.
- T. Yes? (Long silence ensues.)
- C. They had to find land.
- T. It had been settled by the Indians. Who had to find out about America before it would become the America you think about?
- C. Some men who wanted to be free.
- C. Some white people who would settle it.
- T. So now our question is: How was America found by white men who would settle it? [A 120]

To the question thus found, however, the children gave no further attention; they read and repeated the whole as before. The following is typical of the September record:

- T. What was the question for to-day?
- C. Study men.
- T. Not exactly.
- C. Learn about explorers.
- T. What did you think was question . . . ?
- C. How was America discovered and who settled it?
- T. But, class, you set yourselves a particular question. Each of you look in your notebooks. Put your finger on the question. Now read it ——. Who can begin the answer? (Silence) What did you find?
- C. Nothing. [A 217]

Careful study with the children was necessary before they learned to retain the main questions they set for themselves or to use them in preparing the lesson. [A 232] The assignments throughout the first two weeks remained formal requirements on the part of the teacher. In the meantime, a child, having heard adults arguing about the Ku Klux Klan, introduced the topic into the classroom. [A 171] Since the question brought animation into the faces and voices of the children, the teacher used this spontaneous discussion to lead the class into conversing naturally during the class hour. [A 203–A 206] The ease and energy with which the children talked, the readiness with which they offered good questions, and the spontaneity of their reasoning on relationships created a new atmosphere. Assignments became suggestions to guide them in their discussions. The teacher concerned herself chiefly with (a) leading them to examine alleged facts as to their truth, (b) insisting on their finding if there were other sides to various positions taken during discussion, (c) suggesting that the investigations be confined to one phase of the topic at a time, and (d) encouraging the class to state what it had gained from its work on this topic. [B 1—B 51]

The children were particularly interested in the significance to the country at large of the Oklahoma difficulties over the Ku Klux Klan which were then being heralded in newspaper headlines. [B-52] This led to the framing, in the following manner, of the next question for study, "Should citizens be free to do what they judge right after careful thinking?":

- T. What questions has our study of the Klan raised? Any big questions about our country?
- C. The Klan may be trying to run our government. The most important question is in regard to the government.
- T. Can you get a question?
- C. I think the question is mixed up with the trouble in Oklahoma. The government is on one side,

- C. It is whether the state should be ruled by the Klan or the government.
- T. (to another child) Just what do you think the big question is?
- C. They are having trouble over the elections.
- T. State your point about the elections.
- C. Question is whether or not people as members of the Klan will follow order of Klan or do as they want to (child rambles on).
- T. Then your big question now would be?
- C. Should citizens be free to obey the . . . free to do what they think right?
- C. Must think for themselves. (Teacher adds "after thought" to her blackboard record of question.)

A further discussion of this led them to consider what freedom an American citizen has and how it was secured. The question was still too broad but they realized that the constitution was somehow concerned and began inquiring how the Americans secured a constitution. Why did the people want a constitution and where did they get the ideas they put into it, were questions asked by the children. How did they succeed in writing it and in getting the colonies united into a government, were other questions they thought should be considered. [B 75—B 198]

Under the problem which the class set itself numerous difficulties were found. These the teacher changed into specific assignments. For days the pupils struggled in finding the pages and lines in their text which would help in answering their questions. [B 259] Out of the very vague suggestions that came from their general reading [B 364], individuals were given problems to study for the class. They consulted over references and especially over the interpretation of passages. [B 365] Throughout, the teacher took the initiative, while the children willingly and consciously followed her suggestions.

In the next stage, the pupils gave thought to their own assignments. [C 1—C 76] Division of opinion as to what should be the next topic appeared at the time of the final decision. Part of the class was in favor of following its interest in the World War. The other members felt that the class should continue the line of investigation it had begun. The vote resulted in favor of the question, "How did the nation go on after getting a constitution?" Nor were the pupils agreed as to the best way to begin the investigation. However, they finally decided to trace changes in men, ideas, and events. They undertook to look over the next three chapters in order to find good sub-questions on which to base their more detailed study. "I would like for each to read the chapter and then make questions in class,"

said one child. [C 17] When they disagreed on this, the teacher asked for samples of questions. Another child suggested, "Why not let all look over the chapter and find answers to our questions, and remodel them?" This met with approval. On page 113 may be seen the types of questions brought to the class. Twelve questions were reported in rapid succession in response to the teacher's request without any prodding on her part. The children discovered that helps were provided in their text by the author. [C 49]

By this time the class seemed to be thinking of the nation's history in terms of its growth and development. They no longer chose wildly out of a mass of disconnected topics. When the teacher questioned, "What next?" some children called again for the World War but the class proceeded to consider possible lines of growth in American history. [C 189] They decided to find what had been the foreign relations of the United States. "This," they said, "will include the World War in its proper place." The assignment was made more definite through a formal question outline built up by the class, the teacher writing on the board before them the suggestions and questions of the class. This led to several days' consideration of what were the proper sub-questions for study in this instance. [C-208] These may well be noted in contrast on the one hand to the silence in the class when questions were asked for in September and the nonchalance with which questions were left to the individual pupil in April. [E 274-E 325]

The arrival of their practice teachers' examination week caused the children to assign themselves a review. This took the form of games played with questions which they themselves made. They also decided to make a chart of the chief events and dates they had studied. [C 264-C 277] After this review, the teacher turned over the management of the class hour to the children with the understanding that they study the topic of the World War which they had often suggested as desirable.

"May we make questions for the work?" they asked.

"I move that we get up questions and give each one to study and report on," said another. [D 34]

"Yes," added a third, "I want main questions and subheads under them."

But the motion was lost. [C 35]

The class seemed to fear wasting its time if it indulged in discussion and so set at once to reading general material on the war.

"Let's have some questions so that we can see where we are going," demanded one child later. [D 38]

"Make your own then," retorted another. [D 39]

Clamor arose for a more definite assignment. But again they avoided full consideration, and amidst increasing dissatisfaction assigned themselves "all of the war except results." [D 93] Members of the class prevailed on the teacher to take charge. "Come back and get us started," they said. The teacher tried to be only a chairman, with the class readily giving the questions. Nevertheless, a majority vote put the class to work again giving the events of the war chronologically. [D 115] The teacher insisted on all obeying the wish of the majority and helped them carry it through with spirit. [D 134] When this was completed the class decided it must have more details and more human treatment of certain phases. [D 138] Individual pupils offered reports. The class became dissatisfied with results and informally sent a committee to the teacher to ask her to take charge of the class hour. [D 144] She asked the class what it was she did for them. One child replied: "You ask us questions and make us think." [D 160] She then suggested that they ask themselves questions. [D 161]

Teacher and pupils seemed to understand that the next problems would be those raised during the study of the World War. Together they planned briefly, and as a matter of course, how they should proceed about these. [E 1, E 206]

A list of questions, already suggested, which had been left unanswered was made next. [E 257] Two questions were chosen in turn for treatment—one on immigration and another on industrial development. When one class hour ended at this point and members were left to their own devices, some asked the teacher privately for help with regard to materials. Without assignments the work went forward, individuals presenting definite facts and the class organizing them into a blackboard summary. [E 278–E 332]

When the teacher forgot that the next problem was already determined, a child remarked, "Industrial development, I think, was our next to be traced through." [E 327]

The teacher said, "Two problems you have mentioned in recent discussion are: Who were the leaders of our country and what is happening now in our country?" But the class was not to be turned aside. [E 326]

"In order to get ready on those," they answered, "we must look both in books and magazines."

Again the teacher questioned, "Are we ready to begin work on leaders?"

"No" was the reply.

"Do all of you understand how to go on with tracing the industrial development?" she inquired.

"Yes," they answered simply.

The teacher seeing that her class knew what it was trying to do remarked, "We shall take that for our next problem then."

"We will begin without text," directed one child.

"I already have a clipping for the study," suggested another.

"Will Industrial Revolution be all right for a beginning place?" inquired a third.

But the teacher suggested nothing further.

"How far back will you go, class?" she inquired.

"Go back before the Revolution anyway," said one child, and turned to her book and suggested "pages — and — are useful."

Now suggestions came thick and fast from the class. "I think we should go back before that to pages — and —. That tells how industries began."

"We could get some background for our problem by going further back."

"The laws about labor should come in here. We must find out about leaders and inventions."

Evidently the class no longer needed the teacher's help in finding the main questions or the most important subheads.

The class suggested to its members phases and materials to be considered. [E 374] During the next hour individuals began telling the class what they had found. The teacher suggested that they list on the board any topics for which they were willing to be responsible to the class. Reports were later made from this list.

The outline handed in by one pupil to show what he intended to discuss under his self-assigned problem leads one to the conclusion that the pupils were also able to find the more subordinate questions for themselves. [E 381]

No very definite assignments were given for this unit. If the members did not understand reports, speakers were immediately questioned until the matter became clear, other members or books being appealed to when they were necessary. [E 388] The teacher

suggested summaries of combined reports at various points. The class directed individuals to place their materials and results at the disposal of the other members. [F 6]

In the midst of this work, one child raised a question with regard to woman suffrage. The teacher suggested that it would be better to postpone answering her until they had investigated what their text had to offer with regard to the developments along this line. The way in which the class later traced woman's increasing part in education, industry, and politics showed the assignment to have been sufficiently specific at that stage.

When offered slides on American history, the class planned to have "truly a review." [F 32] They subdivided United States history into periods, drew for individual assignments, and gave a consecutive story, illustrating with the slides and other material. A question contest was a part of their plan for this unit. [F 67] Of this, the teacher took advantage to the extent of telling them that any child who would present himself to some one of the teachers to answer questions on each period being reviewed might substitute such exercises for the usual annual examination.

A number of questions already proposed several times by the children remained unanswered at the close of the session. Among these were the following: What is happening now in our country? What is being done about a world court? What should be the attitude of Americans toward other races? What are the facts about the Civil War?

Advance was made in the types of questions asked by pupils. This is particularly noticeable in the questions they asked themselves in various contests. The questions asked the first time that they attempted such a review could be answered by one word; some, simply by yes or no; while those asked in the latter part of the year demanded organization on the part of the one who questioned and on the part of the one who answered. They often called for a range of facts through the whole of history as, for example, in "What American inventions have aided the United States in developing transportation?" Sometimes they required comparisons, as shown in the question, "How were the industrial conditions during the late colonial days different from what they are in the twentieth century?" "How did we get public free schools?" is an example of a type which demanded the tracing of a line of development. At other times, thoughtfulness with regard to past-and present-day

problems was evident, as for example in, "Did the United States treat Mexico fairly?" and "How ought we to treat other races?" The class's choice of main questions to study, as we have seen, also revealed a growing appreciation of the relationship of questions to each other. (Table IV.)

This same growth is evident in the questions (quoted here) proposed by the children for study during the various months. Their settings should be read to appreciate the degree in which the teacher, toward the end, ceased to prepare the questions by arranging the factual background from which they came. Furthermore, until February, questions for study were proposed only when the teacher set aside time for considering this feature of the work. In the later part of the year they arose in the midst of problems, and formality entered only in choosing between those already before the group when the class was ready to begin a new unit.

September Questions

Begin on queer trips. [A 37]

Let us study Cortez, DeLeon and Balboa. [A 53]

I want to know their queer ideas. [A 63]

How did they get money? [A 138]

Wasn't the aeroplane invented during the war? [A 163]

October and November Questions

Let me ask a question. Is the Klan lecture in town to-night worth going to? [A 309]

Should the state be ruled by Klan or government? [B 56]

Should citizens be free to do what they think right after thought? [B 60]

December and January Questions

I want to begin on World War. . . . What is going on after they got the Constitution is what I want to study? [C 4, C 7]

What should we do about new lands? Trade? Protection? War Debts? (Notice association of self with people of 1800.) [C 88]

C. I still want World War. It would not fit in here but I am interested in it.

C. The next chapter would fit better.

C. Questions before the country at the time would be still better I think.

C. Foreign relations could be followed. World War would then be taken up when we came to it.

- C. Let's follow up through foreign relations next. (Vote is favorable.)
[C 192-C 206]

February and March Questions

- C. We were friends even to our foes in time of need.
C. That feeling made us plan on a League of Nations.
C. And yet we are not in it?
C. Maybe we are too busy at home.
T. No. Evidently here is a topic that is interesting you. Shall we take it down as a new topic and keep it until we complete this work?
C. I would state it this way, Did feeling of coöperation and unselfishness which grew up during the war continue?
C. I thought it would be, Why don't we join the League or shall we join the League? [D 195]
C. What has happened about the World Court? I have been thinking about that for three days, wanting to start that question. [E 269]
C. If we find a question that we do not know anything about, may we still bring it in for discussion? [E 331]
C. Can't I follow my question right on through? (Means trace tariff problem, 1789-1924.) [E 378]

Pupils now thought of problems as continuing with us. Further articles on such topics as the Klan or immigration or world relationships were frequently offered for reports by members after the class discussion had been closed.

Indeed, the children began to notice lines of changes persisting through history and to see problems in our present day national life as questions in these same lines of development. (Table IV). Such ideas were evident in their remarks:

- C. All information has not gotten into books, use newspapers and magazines. [F 103]
C. Find steps of growth from old to new in studying history. [F 117]
C. But there is much new material now. [F 180]
C. Summaries at end of chapters will help you to trace movements. [F 118]

There were, therefore, very definite changes in the children's finding of problems for themselves. During September (Period A) there was no voluntary setting of questions, no consideration of relationship of ideas within topics except as forced by the teacher, no further use by the pupils of the question organizations they were

led to make in class, no evidence that pupils connected their daily work in history with the thought of problems before the nations in the past nor with present problems before the nation. In October and November (Period B) the teacher threw all of her teaching power into trying to arouse consideration along these lines; some of the children awkwardly, almost blindly, stumbled in their attempts to follow her slow, patient leads, while the brighter pupils gradually began to pick up bits of leadership. In December, January, and February (Periods C and D) pupils were able to follow the teacher's leads intelligently and, in general, to make suggestions to themselves. In March, April, and May, student leadership is very evident. Table IV gives references in the record justifying these conclusions.

IMPROVEMENT BY PUPILS IN METHODS OF INVESTIGATING QUESTIONS

Another line of development may be seen through a study of how the children investigated their questions. In the matter of investigating these, there were probably four chief lines along which the children progressed; (1) clarifying and expanding questions, (2) finding the facts needed, (3) understanding the materials found, and (4) analyzing, selecting, and combining the facts.

A valuable beginning on investigating the problem had generally been made by the time the main question was found. This was especially true toward the end of the year, when the questions which were chosen arose out of previous discussions and were often considered in the light of larger problems before being accepted as the next piece of work. (Table IV.) Indeed, after the first month, a question outline was well in mind before intensive work was begun. Sometimes this outline was secured by consciously tracing back the ideas to find new connections, sometimes through recalling previous curiosity with regard to the field in question and, sometimes, through reasoning as to what might be the probable fruitful lines of investigations. This work on question outlines changed markedly. First, questions were less and less formally considered and written down, but still consciously remained a background from which the children worked, and second, questions were built up more and more during the process of investigation rather than before the investigation, that is, the questioning became more interwoven with the finding and organizing of facts. (Table IV.) This change is seen even in the matter of the number of questions possible in Table VI under divisions 4 and 5, respectively, "Formal outline previous to study"

and "Question outline gradually made while solving problem." The quotations which follow arranged in chronological order also show the various phases of growth mentioned.

At first silence was the customary response to any request other than to recite paragraphs assigned. [A 38, A 45, A 56, A 68, A 100, A 106, A 224, A 231, A 259]

- T. Have any questions come to you that you would like to try to answer?
(No response.) That is queer is it not? A bunch of boys and girls who are citizens and who have not a question to ask. (Silence.) [A 165]

The questions which the class helped to word were not used as a means to guide the study. [A 43, A 80, A 217, A 259, A 278]

- T. What was our question for to-day?
C. Study men.
T. Not exactly.
C. Learn about explorers.
T. What did you think the question was . . . ?
C. How was America discovered and who settled it?
T. But class, you set yourselves a particular question. Each of you, look in your notebook! Put your finger on the question. Now read it.
[A 217]

- T. What was our question for to-day?
C. Well . . .
T. Start without well. Think out your thought. Then give it.
C. Find explorers and what they tried to explore.
T. What did you think was the question . . . ?
C. I don't know.
T. Really, we should be ashamed. We shall not improve our work until we can remember the question we are working on.
C. Seems to me, we wanted something about . . .
T. (sharply) Make a definite question of it, please. (Teacher takes class again through the process of wording the question.) Now look at it so that all of you can give it accurately until we get it answered.
C. In exact words?
T. No, in exact thought. (Covers it.) Now, what was it? (Child stumbles.) Get it! Turn to your notebooks. (Quiet study.) Now, try again. [A 278]

By November the children when urged by the teacher tried to trace out relationships. The quotations below show rare but encouraging efforts made to see relationship.

- T. You are starting another question there. What is it?
C. How do organizations affect our freedom? . . .
C. We have been changing our question again. [B 83]

- C. (thoughtfully) How did they get the ideas? Some were satisfied and some not.
- C. That goes way back before the Revolutionary War. They were not satisfied with their government.
- T. What question then are you trying to answer now?
- C. How did they start the Constitution?
- C. Yes, I think a subhead would be, How did they go about it and then the question (we had) on bravery and then the one on war.
- C. Question must come back to when they first settled. They came for freedom and so wanted a constitution.
- C. I think that is the answer.
- T. Make question. [B 152]
- C. After a while, an organization may be dropped for another. [B 40]
- C. Don't you think we'll have to go back to the first . . . freedom of religion and so forth? Then work up to the Constitution? They had a war. [B 103]

That such ideas at first came largely when textbook was forgotten is evident here in another discussion in which the lesson was planned in the text. One child was evidently afraid that the teacher might not be busy if the class thought of questions. This is in interesting contrast to the quotations from lines B 304 and B 437.

- C. Know the lesson.
- T. Rather vague. What are you going to expect yourself to know in that case? If you did not come to class but you studied alone, what would you do?
- C. Write out the lesson. Study some at home.
- C. We would take down little things and see if we can answer little questions under the large.
- T. You can do that. Put small questions under such and find the answers.
- C. (to teacher) What are you going to do? [B 205]
- C. Most all of these questions help answer the others if you study them fully. [B 304]
- C. Did you know there were so many questions in this? Did you expect us to get into all of this when we started the question?
- T. I knew there was a great deal to be found. What kind of questions have you found good to ask?
- C. That can't be answered in one word. They must (child hesitates) . . .
- T. Require what?
- C. Thinking. [B 437]

That the children by middle of the session were seeing relationships for themselves may be seen in the quotations from that period.

- T. You were speaking of the New England Confederation.
- C. Let us go a little further back. I found that the towns of Connecticut united earlier. [B 366]
- C. Last two questions go together.
- C. Third question included in second. [C 11]
- C. Questions before the country at the time would be better still I think (as an assignment). [C 194]
- C. Might carry those three lines through the administrations. [C 202]
- C. Let's follow up through foreign relations next. [C 206]
- C. You can trace parties back to these quarrels. [C 148]

Deeper thoughtfulness is seen in quotations from the last quarter.

- T. Evidently here is a topic that is interesting you. Shall we take it down as a new topic and keep it until we complete this work?
- C. I would state it this way, Did feeling of coöperation and unselfishness which grew up during the war continue? [D 200]
- C. League is trying to influence countries to friendliness.
- T. How does it do that?
- C. (1) By giving facts to countries, (2) by getting countries to help each other, (3) by helping them to use arbitration.
- C. Who first started the idea of arbitration?
- C. United States and England were the first to make use of it as we think of it now but we would have to go way back in history to find the beginning.
- T. Yes, I think it grew gradually.
- C. It probably did not seem like they were using arbitration at first did it? Unconscious of it . . . [E 230]
- C. Is every question divided into different periods? [E 323]
- T. You have had help in some form now on all parts except . . .
- C. (interrupting) I think we had better do that to-day. The question is, What part did we take in the actual fighting? [D 217]
- C. I don't like the first part (of question outline suggested by one child for next problem). Seems to me that you would have to know what is the League. Put that as a big question and where as a subhead. [E 3]
- C. What has happened about the World Court? I have been thinking about that for three days, wanting to start that question. [E 269]

Advance in the use of questions is thus clearly evident. At the opening of the year there were no spontaneous questions from the children. [A 45] When these first appeared they were irrelevant

to the whole topic under consideration and after they became pertinent to the topic they did not fit into the particular phase of the subject then under discussion. [A 163] Early in the year pupils did not take questions seriously. They thought about questions only when the teacher demanded it of the class. Questions, indeed, had no part in their studying and were the responsibility of the teacher during the class hour. It took more than a month for the class to begin thinking of questions as an integral part of the work. With some surprise they at length perceived that they could ask each other questions helpfully, that notes could be grouped under questions, that questions helped one in private study, that one was supposed to have a few questions left unanswered even after a lesson was well prepared, and that even the recitation hours could be organized in terms of question outlines. (Table IV.)

The comments of the pupils show growth in appreciation of the meaning and value of questions. Such remarks were quoted:

C. When studying, we have to have questions. We have an idea, then make questions and study more. [B 172]

C. Yes, I want main questions and subheads under them.

C. Let's have some questions so we can see where we are going. [D 38]

C. I again move we get questions. [D 46]

C. If each one would contribute a question it would settle the difficulty. [D 89]

C. You ask questions and make us think. [D 160]

C. After reading enough material to get the general question, go back and read material over again, then remake your questions into better ones. [F 198]

C. You have to have a question when you begin real studying, even though it's an unconscious one. [F 215]

Table IX gives a tabulation of what the pupils mentioned as the proper use of questions in studying a chapter of history. In this instance no suggestion even was made that questions had anything to do with the subject. These comments came from the individuals before the class summarized its attitude toward questions in the last lesson period of the year. [F 189-F 219]

Growth was visible not only in the organization of questions, but also in the use of reading materials. At first the pupils were content with the textbook, later they wanted more reading materials than the teachers could supply. The request of these children for various

types of materials impressed the need upon the teachers who tried to meet their demands—the need for more suitable history books for children. Books with a fairly elementary vocabulary and sentence structure are sadly lacking. Enough could not be found for the children to supply themselves with the facts they needed. Children were forced to work their way through high school and college material in order to carry on their work in a manner satisfactory to themselves. Books which satisfy children's desires for word pictures also were insufficient. This demand for a wider range of facts and more concrete detail was made evident by their search through all types of books. At first children hunted for the story-books which they had used in the lower grades. Later they asked teachers, during study periods and recess periods, to help them find books which would give more detail, more conversation, or more story. Some members of the class secured additional details by adopting books of older brothers and sisters as supplementary to their own texts. Early in the course they began to make use of newspapers and current magazines. Source books and documents were employed only in the search for some particular fact, unless the teacher had time to work with them. Biographies gradually grew more popular. By the end of the year these pupils were looking to all manner of material for help and enjoyment. Illustrative material was eagerly welcomed. Pictures helped them to build up a line of thought. Throughout the year they enjoyed sharing pictures, cartoons, and maps which they found. The children frequently referred to some type of illustrative material as the source of an idea which they advanced. They wished that they might have moving pictures about history.

Not only did the children use all kinds of books in their study periods, but they also changed their ideas about the relationship of books to the recitation period. Early in the year, books were rigidly closed during the class hour, unless the teacher requested them to be left open. [A 244, A 254, A 258, A 264, A 288, A 295, A 301, B 278, D 167] The habit of receiving permission to have a book open persisted into the middle of the year. An amusing instance of this occurred while the class was managing the recitation for itself. A child arose in the midst of the discussion and said, "I make a motion that anyone may look in her book who wants to. I'm not getting anything now." [D 73] By the close of the year, books were used freely throughout the hour unless a particular memory exercise was in progress. Even then, if challenged, children turned naturally to

their books to establish, explain, or illustrate what they were saying. References from books were often read as part of the child's remarks. [E 50, E 93, E 95, E 154]

Meeting the daily difficulties of the children frequently required the teachers to give help on using certain portions of the books. Demonstration generally came first, followed by theorizing and practice. Such class exercises, for instance, took place with regard to (a) finding a chapter needed, (b) finding the discussion on a given topic, [A 140-A 147, A 244, B 259-B 349, E 341-E 349] (c) finding the specific fact needed in answer to a detail question, [A 253, C 156, C 237, C 255, E 42] (d) finding what subdivisions the writer made of his topic, [B 327, D 185, E 340], (e) finding consecutive events, and (f) finding facts for comparisons. Until they had made their own outlines and other forms of helps in analyzing and synthesizing statements, the children gave little heed to the helps which the writers of their books provided for them. These were almost a discovery to them. [C 52-C 59] Thereafter they were quite interested in noticing what the various writers had to offer along this line.

In their efforts to understand the material with which they worked, the members of the class turned constantly to their teachers for help. Training was necessary before pupils were able to think of an idea under different terms; for example locating a reference in index or chapter or paragraph. [C 237, C 255] Many were unable to read a paragraph through and "neglect" any portion of it. Hence it was necessary to teach them how to find in a paragraph the one sentence pertinent to the question before them. [A 254, A 258, A 264, B 277-B 346, B 425, C 240, F 143] Necessity for speed compelled the pupils to acquire the ability to look rapidly through a chapter, book, or paragraph and secure a needed fact. In treating books thus, they began to be aware of the structure of writings. [F 99, F 110, F 111, F 124, F 130] The topic sentence even became something more than a device of the composition teacher. [F 135, F 171]

A clearer understanding of what they read came with their increasing skill at forming sentence outlines. It grew to be customary for some one to be writing at the board, making lists or summaries or sentence outlines under the joint directions of teacher and pupils. There is scarcely a page of the record that does not contain remarks or curious lacks of response which are intelligible only when one recalls this worker at the board who without discussion quickly acted on any suggestion made. [A 57, A 209, A 247, A 301, B 1, B 39,

B 87, B 104, B 134, B 170, B 365, C 271, D 25, D 61, D 72, D 74, D 80, D 130, D 161, E 30, E 73, E 93, E 122, E 206, E 310, E 374] Children individually formed the habit of using pencil and paper in studying and in class hour. A curious contrast was noticed in that children were not interested in keeping records of references they used, although they kept questions and notes readily. Nor did they keep a diary on helpful ways to study as suggested by the teacher. For all of this they felt their memories to be reliable. Toward the end of the year, they expressed regret at the lack of reference records among their notes and later included, as one of their helpful ideas on how to study, the suggestion to keep these. [F 242] A realization of some difference between mere statement and proof grew during the year. (Table X.) In writing down facts from different writers and then synthesizing them, they found that there were degrees in truth and that modifying statements were necessary; indeed, that many questions might be answered differently, depending often merely on the point of view. [B 16-B 33, B 108, B 368, B 386, B 405, B 436, C 151, C 198, C 243, D 138, D 198, E 124] The making of fact outlines was a silent but constant reminder of the need of subordinate statements to support the more general. Perhaps more pronounced than any other growth was the subtle change that came through perceiving their own bits of thinking as never finished. Their individual conclusions had to be altered again and again in the light of other facts gleaned by the class. One's ideas were supposed to be very definite in the clearness with which they were written out in making an outline, yet another day's work might mean the abandoning of the whole organization as new ideas became clear. A piece of work which brought satisfaction one month had the appearance of incompleteness the next. Perhaps this change was reinforced by their attitude toward historical problems. The children's remarks seemed at times to indicate that they saw dimly that throughout its history the nation had been constantly rethinking its conclusions.

That they felt it necessary to establish their factual material well may be seen from the following quotations:

T. What was wrong with our class work yesterday?

C. We did not know the facts.

T. Anything else?

C. We did not stick to the point. [A 265]

- T. Get to the point, please, What did he do?
 C. He found all of America from the west coast.
 T. You must be trying to remember some words you have heard.
 C. No, from Mexico.
 T. See if you can show us on the map. (Other children say "Oh, no."
 A hundred words or so of rambling discussion.)
 T. I feel we need more information here. What do you think? [A 290]
- T. What did you learn besides facts about the Klan?
 C. Learned to see two sides.
 C. Can't accept what everybody says.
 C. Ought to give each side a fair chance . . . to prove its point.
 C. We said all that before when we said that we should find out what was really so. [B 9]
- C. Know your facts definitely, prove them, study and investigate. [B 19]
- T. Can you give your reasons for believing that? [B 71]
- C. Some say what is not true. What can you do?
 C. We can't be positive that all (we report) is true.
 T. What can we do about it then?
 C. Say that it is not positive. [B 255]
- C. This book says that agreement was made in 1639.
 C. That was another . . .
 C. Yes, but my book says 1636 for this agreement.
 C. 1639 is in the text I have. [B 379]
- T. Can you show your authority for that last statement?
 C. Yes, here it is . . . [B 425]
- T. Can you find in your books that that is true?
 C. (Child reads passage.)
 T. But if you read that in your book, do you need to be looking for another?
 C. Yes, for there is more in some books on certain topics.
 C. And different ideas about it, too. [C 259]
- T. Is that true? . . . That is not a complete idea . . . Those are details. Can we afford to include them? What are the three biggest points you can give under "How America helped other countries." Take those and fill in under them. [D 184]
- T. Have you evidence of that?
 C. Here it is . . . [E 298]

WORTH OF THE PROCESS OF FORMULATING CONCLUSIONS

A third line of growth is traceable in the children's developing strength in organizing their facts.

Throughout the year the pupils reduced to writing their main conclusions on any topic studied. In the first lessons, this was done only because required by the teacher, and then in the simplest and most formal ways. Lists were made of men, dates, and events. These were followed by lists of questions or of ideas and tabulations of various kinds. [A 45, A 78, A 149, A 247, A 301, A 318]

The second stage came through the teacher's making simple outlines on the board as she and the children talked together. [B 1, B 39, B 67, B 88, B 170] Gradually she drew pupils into suggesting additions and changes in these. A child who copied them was encouraged. One who saw an error and called attention to it was praised. When a controversy arose, pupils were asked to list points on each side. Pupils were questioned on their opinions in regard to the proper arrangement of parts. By such means they were encouraged to use written forms of organizing as an aid to clear thinking. In the meantime teachers called frequently for oral summaries and for statements on the progress which had been or was to be made on the unit under consideration. [A 300, A 313, B 103, B 108, B 142, B 248, D 161, D 173, D 208]

A third advance was marked when the teacher led pupils step by step through the organization of both a question outline and a fact outline. [B 61-B 520] Pupils watched themselves at work in this and after this experience frequently suggested such means for themselves as individuals and as a group. [B 219, B 242, B 247, B 248, C 208-C 234, D 34, D 69, D 74, D 96, D 170, D 131, D 141, D 250, E 19, E 26]

Another forward movement lay in the children's discovery that books had many forms of summaries to aid them. [C 52-C 59] They began to notice outlines, chapter groupings, chapter subdivisions, introductions, and topic sentences, and even to search deliberately for these when needed. [C 162, C 237, C 256, C 272, D 42, F 93, F 98, F 99, F 110, F 118, F 135, F 137]

A growing skill in analyzing and in selecting facts in connection with a given chapter appeared as the next obvious step. [B 505, C 17, C 69, C 155, D 185, D 219, D 242, E 42] At this point the teacher and the children openly worked for skill, and thereafter had little difficulty in handling simple written material. Another line of training was necessary, however, before they could get the main thoughts of a talk properly recorded while listening. [D 203, D 211, E 177] Hard experience at length taught them to use notes to build up a

line of thought [E 26, E 8], notes were then preserved with care and pertinent parts used effectively in later work [E 95, E 144, E 177, E 198], with this development went a readiness to revise again and again while making outlines together.

Their first desires to reduce facts to formal organization while collecting data are shown in the following excerpts:

- C. We might write an outline together to-day and take the best from all.
- C. Yes, make an outline like we did before on the board. [B 219]
- C. If one who has report could put an outline on the board it would help. [B 242]
- C. Put outline on board at first, then let next put on when most there. [B 248]
- C. Make 1, 2, and 5 on board into *a*, *b*, and *c* under 1.
Whole is a matter of interfering with our neutrality . . . [D 171]
- C. That seems like merely a subhead to me.
- C. Would not that be a larger head and include preceding . . . [D 174]

That the children realized the usefulness of various ways of organizing as a means to good study is evident in the remarks they made when enumerating their ideas on how to study.

- C. Events can be placed in accordance with a few dates. [F 93]
- C. Copy outline made on board into class book so that you can use them for review. [F 113]
- C. Make outline of questions. (another child) Ah, that was my best suggestion. I've been waiting to give that. [F 209]
- C. Have notebook for keeping questions which come up for discussion for next class. [F 228]
- C. Use clippings in your notes. Use tabs to index notes. But if you just copy notes and outlines and don't think while doing it, they do not help you. [F 235]
- C. Perhaps you get material out of many books, and it is all together in your notebook. [F 240]
- C. If you jot down ideas, it will help you in studying. [F 241]
- C. Take down more than one big head, arrange them and then put down the little points under these.
- C. Best to put it in sentences. You can tell more about it then if you use them after you've forgotten. Topics or words are good when you yourself want to review or to make a little talk using only a little card for notes. If you want to save it and review, sentence outline will help most.

- C. Question outline is good for helping you in studying.
- C. First make general question outline, then fill in?
- T. When put in details?
- C. While studying and after studying, too. [F 253]

- C. Don't take notes all the time, but listen or read, and then write.
- C. When new point is brought up take it down, listen for details.
- C. Make it as short as possible.
- C. But leave space so you can fill in afterwards. [F 261]

Probably the best examples of the ability of children to see what is involved in a problem and to make their own organization of subordinate parts in the record is in their treatment of "How the United States has developed industrially." [E 335-E 378] For instance, a child suggested that trade in the Old World had some bearing. At teacher's question of what she would discuss under that, the response was: "Habits and customs brought from the Old World, development of industries, implements, beginning to build ships and trade."

That they had themselves become insistent on seeing relationships and ready to discuss them with each other without paying any attention to the teacher may be seen in such instances as quoted below. Generally the teacher was in the back of the room, speaking only to call a child's name from a program if the child who began the hour completed his report and the consequent discussion.

- C. I don't see the connection with industrial development of this westward movement.
- C. Oh, I do. They began trading with each other in the different regions.
- C. Rivers explored increased trade. Roads built did the same thing.
- C. They were looking for wealth and for land.
- C. This moving westward showed that people wished to build up their business.
- C. Such vast territory led us later to organization of labor.
- T. Was not westward movement an expansion of agricultural opportunities? You told how miners and farmers followed explorers and traders.
- C. Yes, and now we had not even mentioned the cattle rangers . . . [E 411]

VALUE OF CONSCIOUS ATTENTION TO METHOD

The improvement in the ease and skill with which pupils considered their methods of work is noticeable in the record. The contrast may be seen by comparing their first attempt at such abstraction [A 265-A 277, A 276] with their last. [F 92-F 237]

The discussions of the preceding four phases of changes included the specific ways in which pupils gave attention to method. The quotations also show the children's growing conception of the need of considering method. The references which most definitely concern method are given in Table V.

Lines F 92 to F 237 of the record give point by point the final conclusions of the class with regard to method. In the two hours recorded there, the school child's exuberance at summarizing the year's work and being off for a holiday is evident. Yet, called on suddenly while in this mood, to state what they thought about method, the individuals found no lack of ideas to express. It is interesting here that the teacher's acting as secretary at the board and accepting what the children give so rapidly that the class could not organize the responses, is evidently a source of annoyance to the class. The teacher knew that two hours was the maximum time that could be given to the topic. Such a flood of ideas was aroused by her question, "What do you know about how to study?" that she could not take time for the orderly discussion they desired.

Teachers and pupils paid attention to method in some form throughout the year of this investigation. There was consideration of method in many ways. The teacher watched constantly that she might be of help in altering a wasteful way of work already adopted by the children [A 44, A 106, A 116, A 129, A 208, A 229, A 247, A 264, A 265, A 301, D 185, E 399] or in establishing an economical method of performing a new type of task. [A 132, A 223, A 254, B 1] Pupils were thus made attentive to the method used in a task just performed, and were often asked at such times to criticize the method and suggest improvements. [A 265, B 1, B 458, B 493, B 507, D 180, E 14] Later they were left free to plan similar pieces of work. [C 13, C 228, C 250, D 3, E 381] Often a period of drill was consciously entered upon. [A 244, B 259, B 305, D 165, D 185] Almost always after a conscious drill, a period of response to concrete material followed, with no attention to method. [C 1-C 152, E 24-E 256, E 276-E 325]. Thus practicing and theorizing alternated.

At no time did attention to method seem unnatural. It seemed just as natural for children to consider how they did their work as to do it. Freedom of choice in the matter of how to work, carried with it the need of discussing critically, first, how work had been done and, second, how it should be done next time. The teacher readily led the pupils to consider and criticize their methods when

the expected results did not come. Having in mind a fund of ideas about methods thus became important.

The field within which the pupils planned gradually increased. First questions, materials, and modes of presenting facts within very small units claimed their attention. [A 39, A 82, A 103–A 105, A 220] Then came the application of that skill to larger units. However, mastery even in larger units was not enough. [B 54, B 66, C 10–C 152, C 208] Achieving this same good thinking when talking among themselves without a teacher's guidance proved quite another type of skill, which they acquired at the next stage. [D 18–D 271] With a broader outlook they also turned gradually to making clear for themselves the larger relationships of their problems. [C 192–C 206, E]

TABLE V

WAS ATTENTION TO METHOD HELPFUL?

1. *Attention to method required by teachers.*

A. Making lists: A 45, A 149, A 313

Acquiring accuracy and completeness: A 265, A 286, A 290

Retaining and using questions: A 217, A 278

Turning to books for information: A 132, A 244, A 264, A 295

B. Seeing a summary made: B 1

Holding to point of investigation: B 1, B 59, B 83, B 110, B 147, B 154, B 159, B 176, B 206, B 223, B 263, B 308, B 312, B 466, B 511

Seeking supporting facts: B 1, B 71, B 92, B 98, B 125, B 364, B 425, B 431, B 453, B 325, B 470, B 511, B 517

Making question outlines: B 64–B 108, B 154, B 170

C. Holding to point: C 21, C 28, C 63, C 110, C 118, C 213, C 219, C 226, C 233, C 247, C 249

Supporting with facts: C 51, C 122, C 124, C 128, C 136, C 149, C 182, C 226, C 254, C 259, C 277, C 278

Making summaries: C 132, C 153, C 173, C 207

D. Holding to plan made: D 50, D 69, D 92, D 94, D 101, D 104, D 106, D 118, D 124, D 134, D 164, D 204

Seeking more materials: D 137, D 142, D 177, D 184

E. Practically no evidence

F. Practically no evidence

2. *Pupils consciously thinking out better ways of working with specific problems.*

A. Practically no evidence.

B. Getting background: B 1, B 71–B 197, B 367, B 436

Planning how to study a set of questions: B 198–B 258, B 470–B 492

Summarizing difficulties met: B 273

Recounting steps taken in preceding work: B 259–B 295

Getting facts: B 305–B 246, B 364

TABLE V (Continued)

- Noticing subdivisions of materials: B 259-B 295, B 305-B 346
 Making class outlines: B 276-B 346
 Asking questions and discussing these: B 219-B 225, B 248, B 391
 Summarizing ideas found: B 458, B 364, B 470
 Keeping records: B 35, B 238, B 247
 Using outlines: B 113, B 242, B 248-B 253, B 365, B 504
 Illustrating: B 243-B 246, B 286, B 410
 Sharing materials found: B 254, B 298-B 299
 Modifying statements: B 255-B 258, B 270, B 295, B 337, B 372
 Answering small questions in order to get large questions answered: B 110, B 209
- C. Planning unit: C 13, C 264
 Planning to compare: C 25, C 31, C 43, C 71, C 82
 Tracing lines of development: C 42-C 48, C 65-C 69, C 83-C 104, C 194, C 195, C 206, C 274
 Noticing stages: C 28, C 36-C 46, C 186, C 202, C 207
- D. Planning work: D 3-D 56, D 84-D 93, D 94-D 144, D 146-D 202
 Organizing class: D 29, D 61-D 80, D 145
 Responsibilities assumed: D 36, D 56, D 61, D 71, D 72, D 82, D 84
 Finding points in a paragraph: D 219-D 238
 Finding points in a discussion heard: D 203-D 216
 Showing differing values by using outline form: D 170-D 174, D 184, D 220-D 238, D 242-269
- E. Planning how to work on next unit: E 1-E 23, E 335-355
- F. Difference between lines of ideas and lines of events: F 31-F 62
 Planning reviews: F 63-F 69
3. *Pupils seeking help on methods from books and people.*
- A. Practically no evidence
- B. Asking teacher for help in finding certain facts: B 259, B 505
 Helping each other in use of books: B 276
 Questions to each other seen as valuable: B 234-B 237
- C. Finding certain parts of books helpful: C 49, C 60, C 155, C 162, C 207, C 237, C 255, C 260
- D. Inviting teacher's help in finding aims and organizing: D 16, D 48, D 62, D 93, D 270
 Desiring teacher to help them think: D 146-D 161, D 165
 Asking help on finding and understanding materials: D 185-D 219
- E. Practically no evidence
- F. Usefulness of parts of books: F 92-F 137
4. *Pupils, without thinking of method as such, using better methods in response to materials.*
- A. Practically no evidence
- B. Glimpsing relationships almost with surprise: B 103, B 108, B 116, B 126, B 152, B 161, B 156, B 264, B 304, B 367, B 456, B 469

TABLE V (Continued)

- C. Organization helpful in finding facts: C 49-C 59, C 227, C 236-C 243, C 272
 Making questions freely: C 83-C 100
 Following lines of development: C 11-C 48, C 62, C 66, C 101-C 152, C 193-C 206, C 218-C 235, C 259, C 274
 Associated questions offered: C 165, C 190
 Responsibility for correctness and accuracy: C 72, C 116, C 138, C 156, C 186
- D. Bringing in detail: D 133, D 138
 Organizing: D 173, D 174
- E. Class recognizes organization within reports: E 46, E 50, E 60, E 71, E 73, E 93, E 206, E 243, E 232, E 382-E 418
 Larger field built up by class: E 87-E 103, E 115-E 120, E 138-E 196
 Whole problem readily managed by class: E 24, E 278, E 336, E 356, E 388
 Looking on two sides of question: E 128, E 130, E 198
 Question and fact outline unified: E 24, E 1
 Planning: E 1-E 21, E 329, E 334
 Outlines made as a matter of course: E 206, E 232, E 310, E 381.
- F. Organization by class: F 1-F 30, F 32-F 39
 Organization by the individual: F 91
5. *Pupils express their ideas about how they should do various phases of their work.*
- A. Need of studying history: A 82, A 86, A 90, A 92
 Criticizing first class hours: A 265
- B. Types of questions evaluated: B 172, B 228-B 234, B 437, B 438, B 484, B 485
 Seeing all sides to a problem: B 10, B 12, B 368-B 382, B 406, B 435
 Questions to each other valuable: B 228-B 234
 Finding truth and definite facts: B 15, B 31, B 208, B 18, B 241, B 365, B 19
 Thinking well: B 19, B 42, B 304, B 441, B 464, B 514-B 520
 Keeping records: B 35, B 238, B 242, B 249
 Selecting important parts: B 39, B 42
 Changing organizations: B 40, B 93
 Finding references: B 37, B 302
 Using index: B 50
 Using outline: B 242
 Cooperating in study: B 233, B 238, B 248, B 254, B 260-B 304, B 326, B 379, B 385, B 296, B 514
- C. Subdividing of work: C 13-C 20
 Needing more than one book: C 259-C 261
- D. Feeling need of questions: D 10, D 34, D 35, D 38, D 46, D 89, D 91, D 111
 Evaluating method: D 29, D 36, D 45, D 61, D 71, D 64, D 73, D 77, D 93
 Feeling need of thinking: D 146-D 161
- E. Improving reports: E 406-E 410
- F. Stating ideas about how to study: F 14-F 237

USUAL PROGRESS EVIDENT IN RESULTS OBTAINED FROM STANDARD TESTS

Other indications of growth lie in the results from the formal tests administered. The class was given the following standard tests in history: Barr, Diagnostic Tests in American History, Series 2 A, Van Wagenen, Thought Scale B, Van Wagenen, Character Judgment, Scale B, Van Wagenen, Information Scale A, and Harlan, Test of Information in American History. (Table VI).

TABLE VI
SCORES ON STANDARD HISTORY TESTS FOR THE ENTIRE CLASS STUDIED MAY, 1924, AT CLOSE OF INVESTIGATION

	Chrono- logical Age Sept. '23	I.Q.	Barr Diagnos- tic	Van Wagenen Thought	Van Wagenen Judg- ment	Van Wagenen Informa- tion	Harlan Informa- tion
EIGHTH GRADE							
NORM*.....	----	---	33.25	18.58	10.67	15.67	86
Pupils	Yr.—Mo.						
A	13—10	85	36.5	20.8	7	17.33	78
B	13— 3	100	40.9	20.8	15.66	18.8	86
C	14— 4	100	38	19.5	4.66	15.5	85
D	12—11	86	44.9	29	14.33	22.16	93
E	13— 4	89	42.2	22.8	15.66	20.66	86
F	13—11	92	44.1	23.66	14	18.8	82
G	11—10	122	55.3	22.8	13.66	26.66	92
H	12—10	100	54.1	23.66	12.66	22.33	86
Arithmetic Mean							
Eighth Grade	----	96.7	49	22.8	11.8	21.5	86
Median Eighth Grade	----	96	45	22.8	13.83	21.41	86
SEVENTH GRADE							
NORM*.....	----	---	25	14.1	8.92	12.46	56
Pupils							
I	10— 4	150	68.28	28.66	17.66	24	93
J	12—	100	29.5	22.66	13.33	16.5	73
K	15—	81	27.5	19.66	6	14.66	70
L	12— 4	110	53.3	27.1	10.66	26.33	81
M	11—11	114	34.2	16.5	8.33	18.8	74
N	11— 4	100	60.1	18.5	9	23.8	82
O	13— 5	89	42.4	19.33	12.33	18.33	83
P	13— 3	80	33.5	18	6.66	16.33	83
Arithmetic Mean Sev- enth Grade	----	103	42.3	21.3	10.4	19.8	79.1
Median Seventh Grade	----	100	38.3	19.49	9.88	18.57	81.5
Arithmetic Mean Seventh and Eighth Grades	----	99.8	43.4	22	11.1	20.6	82.5
Median Seventh and Eighth Grades	----	100	42.3	22.73	12.5	18.8	83

* Norms of standard tests given here for comparison.

The question now arises as to whether the results generally measured by standard tests will reach as high a standard, when a very large proportion of class time is given to method. The required standards were in this class not only reached but exceeded as follows:

- a. The eighth grade pupils far exceeded the norms for eighth grade.
- b. The seventh grade pupils exceeded the norms for seventh grade.
- c. The combined class consisting of both seventh and eighth grade children exceeded the eighth grade norms except in one instance.

In considering the tests and their scores, it should be remembered that approximately a third of the time given to history was spent on topics not mentioned in the tests, such as the Klan, the World War, and the League of Nations. It is clear that these tests did stress certain details: the names of commanding generals in minor battles, and the location of events in definite presidential administration—topics which the pupils of this class had touched only incidentally. In general, however, pupils of this class, through the contests which they enjoyed, carried through a more vigorous drill which required more outside time than a teacher could have demanded of them.

As stated before, all but one test show very favorable scores; and the averages of the seventh grade pupils also rose above the eighth grade norms. The Harlan history test is the one exception. There is, however, a simple explanation for this discrepancy. The tests were given in the order listed above. The Harlan history test fell on the last day of school work, after the other standard tests were over and preceding the last essay examination of the year. The children groaned when they saw it being distributed. From their remarks later it was understood that they had thought there was only one ordeal left to them that hot day. One child was ill but insisted on staying. Under the circumstances it is not surprising that the results from this one test do not compare favorably with those given under normal testing conditions.

The Van Wagenen history test on character judgment is for some children a test of vocabulary rather than of judgment. Finding that some of these pupils had fallen very low on this test and knowing the relative sizes of the children's vocabularies, the writer suspected what had happened. She selected the words in the tests

which seemed most ridiculously wrong and asked the children the meanings of these words without indicating their source or her purpose in asking. In almost every instance, the children were unable to indicate in any way a correct understanding of these words.

TABLE VII
SPEED IN FINDING A PARAGRAPH DEALING WITH A GIVEN TOPIC*

Results												
PUPILS	Paragraph 1			Paragraph 1			Paragraph 2			Paragraph 2		
	September			May			September			May		
	Time in Seconds	Result		Time in Seconds	Result		Time in Seconds	Result		Time in Seconds	Result	
J	265	✓		40	✓		360		×	15	✓	
N	360		×	15	✓		35		×	15	✓	
E				55	✓					55	✓	
M				40	✓					60	✓	
H	420		×	25	✓		70		×	15	✓	
I	340	✓		25	✓		45	✓		15	✓	
A	285	✓		25	✓		360	✓	×	55	✓	
D	250	✓		35	✓		140	✓		115	✓	
F	85		×	55	✓		50	✓		45	✓	
O	55		×	35	✓		70	✓		40	✓	
P	85	✓		35	✓		40	✓		25	✓	
K	115	✓		45	✓		285	✓		20	✓	
L	45	✓		30	✓		65	✓		15	✓	
C	80	✓		15	✓		60	✓		15	✓	
G	45	✓		50	✓		65	✓		55	✓	
B	40	✓		45	✓		20		×	20	✓	
Total Successes in Class of 16			10		16			9			16	
Total Failures in Class of 16				4		0			5			

Blanks in the table indicate absentees.

Range of Time for Success in September, 40-340 seconds.

Three failures in September, after using over 360 seconds.

Range of Time in May, 15-115 seconds. All successful. Only one used more than 60 seconds.

Instructions to One Giving Test on Finding Paragraph.

Give out history tests. "Keep books closed, please." "The contest is to see how quickly you can find a paragraph in your book which tells about the subject I shall put on the board. You may open your books and begin when I say 'go.' When you have found the paragraph, look at the time-keeper and put down the first number you see her write. Also write the number of the page on which you found the paragraph." Teacher writes subject on board and reads it before saying "go." Same paragraphs used in May and September. Time registered on board in five-second intervals.

The results from these tests were not due to the children's superior intelligence, or to overageness since, as is shown elsewhere in this study, the children were like the average of seventh and eighth grade children of the country in these respects. Since the class was composed of children from many different schools, it is not probable that the scores were high because of learning previous to the year investigated.

TABLE VIII

SPEED IN FINDING THE QUESTION ANSWERED BY A GIVEN PARAGRAPH

PUPILS	Results							
	Paragraph 1		Paragraph 1		Paragraph 2		Paragraph 2	
	September		May		September		May	
	Time in Seconds	Re- sult	Time in Seconds	Re- sult	Time in Seconds	Re- sult	Time in Seconds	Re- sult
L	20	E	65 *	P	95	E	45	E
G	5	P	10	F	95	E	35	E
C	210	F	50	F	95	P	60	P
O	65	P	25	F	145	P	45	F
P	40	G	30	E	260	P	40	G
J	115	F	90	F	285	P	45	G
I	135	E	25	E	40	P	40	E
B	105	P	30	F	100	G	30	P
K	115	F	15	G	120	P	35	G
A	45	F	20	F	80	E	35	P
H	140	P	30	G	65	E	50	E
F	205	G	55	G	175	G	40	P
D	115	G	40	G	245	G	50	E
E	#		45	E	#		30	E
N	80	P	15	F	40	E	75	E
M	215	P	25	F	100	P	35	G

September Arithmetic Mean 118 $\frac{1}{4}$
 May Arithmetic Mean 39 $\frac{3}{4}$

* Ill.

This pupil was absent.

Instructions to One Giving Test Recorded in Table VIII:

"I shall give you a certain paragraph on a certain page in your book. The contest is to see how quickly you can find the chief question answered in the paragraph. Imagine that you wish someone to tell you what the writer has put into the paragraph as an answer to your question. What question would you ask so as to get the paragraph as an answer? When you have thought of your question, look at the timekeeper and write on your paper the first number that you see her write. Then write your question. Next look again at the timekeeper and write the first number you see her write after you have written your question." Write paragraph on board as below. Read to pupils. Say "Ready, Go." (Results graded as excellent, good, fair or poor.)

Directions Given to Pupils in Test, Results of Which Are Recorded below:

If you were given a chapter in a text in American history as your next lesson, what steps would you take in studying the lesson? List them.

TABLE IX
WHAT ONE WOULD DO IN STUDYING A CHAPTER

Total on Types of Suggestions		Suggestions by Class of 16 Pupils *	Total of Specific Suggestions	
Sep-tember	May		Sep-tember	May
4	16	READ CHAPTER		
3	9	REREAD CHAPTER		
1	13	READ OTHER REFERENCES Compare with other author Perhaps read reference	1	1
8	23	SELECT IMPORTANT PARTS Make notes of chief ideas Find important ideas List smaller ideas under larger Learn important part by heart Notice title of chapter Find what chapter is trying to tell Note important men and deeds Learn names Find sides to every controversial question Keep questions in mind while reading Collect ideas under questions Weave ideas of references together	2 2 2 2 2 1	8 5 2 1 1 1 2 1 1 1
1	23	USE QUESTIONS Before reading make questions Make questions on chief topics noted Make detailed questions under large Make questions and answers on each paragraph as read Add continuously to questions Keep questions in mind while reading Collect ideas under big questions Make questions on chapter after reading Compare your questions with author's Compare questions of two authors Study questions made by class Have yourself tested by own questions Have yourself tested by another's questions Test myself by author's questions		3 3 1 2 1 1 1 3 4 1 1 1 1 1
0	19	USE OUTLINES Outline chapter Outline from memory after reading Outline from notes	1	11 1 1

* Types of ideas given in capital letters. Variations of expression given in smaller letters.

TABLE IX (Continued)

Total on Types of Suggestions		Suggestions by Class of 16 Pupils	Total of Specific Suggestions	
Sep-tember	May		Sep-tember	May
0	21	Study outlines		4
		Review by composite outlines of several chapters		2
		USE NOTES		
		Make notes		11
		Change notes into outline form		1
		Compare notes with book and correct		2
		Study notes		1
		Add to notes throughout		1
		Compare notes taken from two references		1
		Retain records		2
		Note important men and deeds in a notebook		1
		Take down assignments carefully		1
0	8	USE DATES		
		Notice important dates		1
		Make out chronological list of events		2
		Locate as to administration		3
		Study dates listed by author		3
2	44	Locate events in periods		1
		USE AUTHOR'S HELPS		
		Use author's questions	1	10
		Find source of author's questions if different from mine		1
		Use author's outlines		3
		Compare my outline with author's		1
		Use headings and subheads		3
		Read introduction to chapter		4
		Use author's summary		1
		Study men and dates listed by author		1
		Use appendix		2
		Read footnotes	1	1
		Use table of contents		8
		Use index		4
		Use dictionary or glossary	1	3
		Use author's pictures	1	2
1	18	USE ILLUSTRATIVE MATERIAL		
		Find pictures to illustrate		3
		Use author's pictures	1	2
		Find slides		1
		Bring helpful newspapers		1
		Make map		1
		Use maps		4
		Suggest games to class		1
		Suggest plays to class		1
		Write a play		1
		Write imaginary letters		1
		Write stories		2

TABLE IX (Concluded)

Total on Types of Suggestions		Suggestions by Class of 16 Pupils	Total of Specific Suggestions	
Sep-tember	May		Sep-tember	May
0	6	HAVE PROPER CONDITIONS FOR STUDY Have an aim Concentrate Find quiet place for study Study with others		2 2 2 12
0	10	USE OTHER PEOPLE Get teacher to explain points not clear Get someone to read to you, commenting List important ideas while another reads to you Get someone to study with you if you can avoid talking Tell contents of chapter to someone		1 1 1 1 6
5		MISCELLANEOUS Write out chapter Prepare a paragraph at a time Recall after each paragraph Tell story in own words	1 2 1 1	
25	210	TOTAL SUGGESTIONS		

ACHIEVEMENT SHOWN THROUGH TESTS DEvised IN THIS STUDY

Besides the standard history tests, a number of tests devised by the investigator were likewise given in September and May. The directions were the same each time; the tests were given between various standard tests in such a way as to secure for them this setting rather than the atmosphere of examination or class hour. These tests were:

Speed in finding a paragraph dealing with a given topic. (Table VII.)

Speed in finding the question answered by a given paragraph. (Table VIII.)

Listing what one would do in studying a chapter in a history text. (Table IX.)

Ascertaining reliability of facts. (Table X.)

Tables VII to X, inclusive, show the results found in these tests.

In the contest on finding the paragraph dealing with a given topic, the records show a decided gain in time between fall and spring. It will be noted that in September there were a number of absolute

failures. In May, there was none. The rapid change in time between the first and second attempts in some cases in September occurred because those children saw others using the index and were keen enough to adopt the method although they had not thought of that way for themselves.

TABLE X
ASCERTAINING RELIABILITY OF FACTS

Number Giving Answers, Totals of Types	Answer	Number Giving Answers, Totals of Spe- cific Suggestions
10	WAS WRITER DEPENDABLE? What kind of man was writer? Is writer well known for writings? Who wrote it? Was reporter reliable? Is book or paper generally truthful? Does writer believe statement?	3 2 2 1 1 1
12	WHAT WAS SOURCE OF INFORMATION? Where did writer get information? What was purpose? Was writer at time and place? Who else heard him? What does he himself say?	4 3 3 1 1
6	WAS IT REASONABLE? What was reputation of speaker? Where, why and to whom said? Use map Investigate for yourself	3 1 1 1

Directions Given to Pupils in Test, Results of Which Are Recorded in Table X.

Suppose you read in a book or paper that at a certain time and place, a certain man made a certain statement, what do you need to know in order to believe it? Write your answer.

The time required for success in September represented a range of from 40 to 340 seconds. Three of the pupils who used more than 360 seconds of time failed to find the paragraphs.

In May the time for all pupils except one was included in a range of time from 15 to 60 seconds. This one child required 115 seconds. All were successful in finding the paragraphs.

The same paragraphs were used in September and in May in order to avoid evaluating the differences in difficulty to the individual between finding one type of paragraph and finding another type of

paragraph by means of an index. The pupils saw the paragraphs, however, merely for the time indicated. The tests were given in the midst of many other tests. It seems probable, therefore, that the practice effects were slight and that the increase in speed was due to the skill gained in the daily use of books.

In the test also on finding the question answered in a given paragraph, every individual showed a practical gain as to the length of time required to do the task. In September, the arithmetic mean of the time required was one hundred and eighteen and one-third seconds. In May the mean was thirty-nine and three-eighths seconds.

What that amount of gain may be worth one cannot guess, but that it meant greater efficiency in interpreting the meanings of paragraphs one cannot doubt. The general improvement of the class in the type of question formed is interesting though not quantitative. (Table VIII.)

While in September the class made only a total of twenty-five suggestions on how to study a chapter in a history text, in May they had two hundred and ten to offer. Table IX gives these suggestions in detail, showing the types of ideas gained by the children. Whenever the children's wording differed in any degree from the heading made in the table (written in capitals) the children's words were entered beneath the heading (written in small letters). In September some phase of selecting the important parts received mention eight times; in May, twenty-three times. One child mentioned using questions in September; twenty-three references to questions were made in May. Not a child referred to use of outlines, notes or dates in September; forty-eight such suggestions were made in May. With regard to the help provided by authors in their books, two references were made in September and forty-four in May. Other contrasts may be seen in Table IX. Since members of the class came from different schools, no statement can be made as to just what amount of history they had had previous to the year studied. To say two years is certainly a low estimate. To have one hundred and eighty-five new suggestions on how to study after a year's work, over against retaining twenty-five suggestions from two previous years of work is a tremendous increase. This increase is large enough to be significant even after proper discount is made for the fact that the later years of the elementary school are probably more productive of such results, and also for the fact that the twenty-five

suggestions were given at the beginning of the year after pupils had had the summer in which to forget, while the two hundred and ten suggestions were given when they were fresh from the year's study.

Tests given only at the end of the year indicate that the children had some ideas on how to begin an inquiry as to the truth of a statement, although no formal instruction on such matters had been given. The problem was very abstractly stated and yet the questions the pupils thought proper to ask before accepting a statement are closely akin to the questions asked by a trained historian even though expressed in non-technical language. "Was writer at the time and place" is a good example of this. (Table X).

The formal testing, both by standard tests and by tests devised by the writer, indicates substantial growth in the members of the class along the lines tested.

CHAPTER IV

JUDGMENT ON SAMPLES OF THE RECORD BY ONE HUNDRED AND FIFTY COLLEGE GIRLS IN TRAIN- ING FOR TEACHING

TESTS DESCRIBED

The final problem of the writer was to ascertain whether her judgment of her materials was from objective evidence in the record presented in the Appendix or largely from her memory of the classroom. Were the improvements as to skill in thinking on the part of the class investigated, such as would be obvious to one reading the record?

Selections were therefore made of typical work from the four quarters of the year and arranged into a test of six sets of four selections each. These six groups show as many different types of thinking.

- I. Skill in thinking shown by children's planning how to solve the problem.
- II. Skill in thinking shown by children's seeing the questions or topics involved in the problem.
- III. Skill in thinking shown by children's ability to handle material so as to find the facts needed.
- IV. Skill in thinking shown by children's reporting of facts found.
- V. Skill in thinking shown by children's organizing of the facts found.
- VI. Skill in thinking shown by children's making of organizations—summaries, outlines, tabulations, and so forth.

Every selection was separately mimeographed without any heading or any indication as to its place in the record. The four selections of each set were collected and clipped together in chance order. The test was administered in the manner of standard tests. The investigator said:

I have here samples from the work done in a history class. The record gives exactly what was said and done by teachers and pupils. There were sixteen pupils; half of these were classified as in the eighth grade and half as

in the seventh grade. The class was free to consider any questions it wished concerning United States history. It was free to study in any way it thought helpful but it must be able to give good reasons for everything it chose to do. I have here six sets of four selections each from the work done. Your problem is to take each set of four, and arrange the four selections in order with regard to the skill in thinking shown by the children, placing as number one that selection showing least skill and as number four that selection showing most skill in thinking on the part of the children.

Three points should be borne in mind (indicated the board and read therefrom):

1. It is the ability of the children to think and to carry on their investigations, not the teacher's thinking or skill in leadership, that you are judging.
2. It is the depth and ease of the children's thinking, not the amount of thinking that happens to be included in the selection, that you are judging.
3. It is skill in thinking and not the usual order of topics which should decide you in placing selections. These children were not required to follow a text or a course of study.

The investigator then handed out one set at a time, writing the subject of the set on the board as she spoke it. She also repeated for each set:

These have been shuffled, but shuffle again before reading. Place selection showing least skill in thinking on the top, and that showing most skill in thinking on the bottom. Write your name on a piece of paper and place on the top. Clip all together.

How to make samplings that would be impartially typical of each quarter seemed at first a difficult problem. Upon examination of the record this problem quickly solved itself by the nature of the materials. The topic on the World War was obviously not comparable with the other topics since the class had conducted its work under its own chairmanship during this part of the work. The review lessons, the lessons on dramatization, on making of charts, and on how to study could not be found in all the quarters. Many topics were represented too meagerly in the Appendix to provide samples of all the six phases. (This occurred because in making of the record the writer had included all bits of the original record that brought in new phases of method, but had eliminated all parts which merely gave new fact material treated as previous fact materials had been treated.) It chanced that through this elimination only four big topics were contained

in the record in sufficient fullness to provide examples of all the six types of thinking to be studied.

Chance having thus solved the topics to be selected, the writer simply opened by chance the record of each of these topics in turn, began to read, and copied the units of the type of thinking involved to which she came in her reading. This had to be done six times, once for each of the six sets of different types of thinking.

If the samples thus secured were too long, any irrelevant material was eliminated. If the selection failed to make sense when taken out of its setting, a brief explanatory note was added.¹

TABLE XI
SUMMARY TABLE OF PLACEMENTS
SKILL IN THINKING, TOTALS OF SIX SETS

	Position of Place- ments	First Quarter Samples	Second Quarter Samples	Third Quarter Samples	Fourth Quarter Samples
Totals of Significant Judgments Base of 900 Judgments	1	819			
	2		528	202	
	3		217	599	
	4				758
Totals Changed to Percentage of Judgments	1	91			
	2		59		
	3			66	
	4				84
Percentage if Second and Third Quarters Are Combined	1	91			
	2 & 3			{ 85	
	4				84

NOTE: Table XI should be read as follows:

819 judgments of first quarter selections placed these in position 1.

91 per cent of all judgments of first quarter selections placed them in position 1.

85 per cent of all judgments of second and third quarters placed them in second and third positions.

Position 1 indicates least skill in thinking. Position 4 indicates most skill in thinking according to the judges' opinions

¹ The tabulations showing materials used in these tests are on reference in the original manuscript at Teachers College.

RESULTS AND THEIR SIGNIFICANCE

The judgments were secured in the first two class hours of the fall session of 1924 from convenient sections of education classes, including fifty-five sophomores, fifty-five juniors, and forty seniors. Summary of results is as shown in Table XI.¹

The consensus of judgment among these students was that the selections reported gave evidence of growth on the part of the children studied. Table XI shows that ninety-one per cent of the judgments placed the selections which came from the first quarter as showing least skill and that eighty-four per cent of the judgments placed selections from the last quarter as showing the greatest skill. Fifty-nine per cent of the judgments placed the second quarter's selections as second poorest, and sixty-nine per cent of the judgments placed the third quarter's selections as next to the best. The chief differences between the work of the second and third quarters lay in the rate at which work was accomplished and in the amount of responsibility carried by the children. These distinctions were not clearly shown in the selections. However, eighty-five per cent of the judgments placed the selections from the second and third quarters between those of the first and last quarter.

It is, therefore, very clear that the students reading the selections and using their common-sense conception of thinking saw distinct differences in the samples of the children's thinking selected from the work of the beginning, the middle, and the end of the school session.

There was no substantial disagreement between the results found by each of the three groups of judges. These classes represented differing amounts of training under various teachers, one class being composed of students taking education for the first time. The evidence must therefore have been in the selections themselves, not in any taught attitude on the part of the judges.

There was considerable disagreement, however, among the individual judges. Seven judges placed the selections absolutely as they occurred. Sixteen judges made only one exception: that one exception being either an exchange of one second-quarter selection for a third-quarter selection, or an exchange of a third-quarter selection for a fourth-quarter selection. Twenty-six judges made only two such interchanges. Forty-nine judges, therefore, or one-third of the judges placed selections as they occurred except for

¹ Original Table is on reference in manuscript at Teachers College.

slight errors not exceeding two one-place displacements. No judge failed to place the selections of some one of the tests in order of time occurrence. Three judges' placements showed decidedly greater disagreement with the order of occurrence than did the placements of the other judges. The judge whose placements showed the poorest agreement with the actual order of occurrence had sixteen placements out of the one hundred and twenty possible displacements differing from this order.

But, if, out of one hundred and twenty possible displacements, no one person made more than sixteen displacements, and a hundred fifty judges made eight hundred and twenty displacements out of 18,000 displacements possible, there is evidence that some tendency is present. This tendency is strongly toward a correct placement of the selections with regard to the actual occurrence of the selections while the judges are working only on placement with regard to the skill in thinking shown.

The least agreement of the judgments was in Set III; Skill in Thinking Shown by Children's Ability to Handle Materials so as to Find Facts. In this many of the judges forgot their main problem, that of judging the thinking displayed in the selections. They were led astray by considering a probable difference of opinion as to whether a use of the index should be taught a class first or that they should be given an understanding of the divisions of the chapter. From actual inquiries made after the checking of the tests, the writer found that many of the judges had tried to decide which type of work should normally be taught first in a class. Their interest in this problem led them to fail to consider the actual thinking shown in the selections as having been done by the children. This set is therefore unsatisfactory.

The larger number of errors in placement was in a failure to distinguish work of the third quarter from work of the second quarter. This was because the differences at these periods were such as are not easily seen in a record merely of words uttered. The differences lay in phases of action such as speed in uttering words, pauses between sentences, number of supervised study periods necessary, control of teacher expressed through changes in tones of voice, shifting of position, movement of hand, turning of pages for pupil, pointing to lines in text to be read or in notes to be reconsidered. In the actual work of the class, therefore, there was much difference between that of the second and of the third quarters where the

judges saw least distinction in the selections. In the second quarter, the class movement was extremely slow. It was interspersed with periods of silence or of quiet work with books; the whole held in order by the teacher's steady control, while the children struggled hard to come up to her ideals for them. In the third quarter the work was done with ease, in a very much shorter time, and with comparatively little need of personal help from the teacher. The submission of the selections to the one hundred fifty judges established that there had been growth in the thinking done by the children along the six different lines of investigation, namely: (1) planning how to solve problems, (2) seeing, for themselves, what questions were involved in the larger problems, (3) finding the facts needed in order to solve the problems, (4) synthesizing these facts and getting them before the class, (5) evaluating ideas when working together, and (6) reducing investigations to formal conclusions.

The results of the work of the one hundred fifty judges showed further that at least three stages in each line of growth were obvious.

CHAPTER V

JUDGMENT BY FIVE STUDENTS OF THE ENTIRE RECORD

INSTRUCTIONS GIVEN

To verify the writer's analysis of the year's work, a class preparing for teacher training was asked to undertake a study of the record presented on pages 80 to 162 of the Appendix. The class was composed of five girls, two of junior rank and three of senior rank. The directions given them were as follows:

I have here over a hundred pages of typewritten material. It is a record of what was said and done throughout one year by the class from whose work you have already judged selections. Here is also a chart form (showing them the form of Table I in which only the questions at the top of the chart, the six letters to the left, the page references and the children's questions as given in column five, had been entered). Notice that the work of the year has been reported in six periods of unequal length, A, B, C, D, E, and F. If you read down the form you find the pages of the record referring to each period and the questions the pupils worked on during the period. At the top of the blank there are questions above the columns. In every column from top to bottom of the blank are six blocks each to contain a characterization, or a remark, or an answer of some kind to the question above that column with regard to the work described in the pages indicated to the left of the form. This work should be done without questioning me, or consulting with anyone. There is no one right phrase or sentence for each square; simply write your own opinion after careful reading of the record. I do not know how many hours of work I am asking of you; I do know it will take considerable time and thought on your part. After you have completed the work, we shall study the record in detail. Will you undertake to do this work in the manner I have indicated?

The class agreed to the proposition. Members inquired if it would not be helpful to record hours spent in the work and any problems which arose. These suggestions the class also accepted. When the forms were returned the investigator asked each student to go through her blank rapidly and reduce the contents of the squares in the last five columns to one sentence per square. She then asked the group to choose its own chairman and agree upon a single sentence for each square in the last five columns.

TREND OF JUDGMENTS SHOWN IN RESULTS OBTAINED

One purpose of these analyses by five students of the total material printed in the Appendix was to obtain a check on the representativeness of the selections used for the study made by the one hundred fifty judges. Would a person reading the whole record find such growth as those reading the selections had found? No brief statement of the result can be presented here since all of the material was too complex. Table XII is, however, the tabulation obtained by the group when combining results after each student had reduced the contents of the squares on her blank to one sentence per square.

This table gives evidence that the selections were representative, in that the few students who took time to read the whole found lines of growth as had the students who read only selections. Here the evidence that growth was visible lay in the fact that after analyzing each period into its outstanding characteristics and recording them across the chart, the students found that the columns thus made when read from top to bottom represented lines of development, and that these lines of development were divided into stages.

There is also evidence that the analysis made by the writer in the summer of 1924 was supported by evidence in the record and was not mainly an analysis of her remembrance of the class hours. The chart which the five judges made (Table XII) presents no visible contradictions to the original chart (Table I). It agrees substantially even in the successive small steps found within each line of growth indicated.

It is clear, therefore, that the record can be analyzed by different individuals in such a way as to find in the words and acts of the children studied, evidence that in the course of the year they grew in ability to think effectively. That the result reached by the five judges resulted in a similar analysis adds validity to the more detailed analyses presented by the writer in the earlier part of this study. The phases of growth as shown were not a subjective judgment but were recognizable and recognized by five other judges of the record. The children actually showed in their words these phases of growth. Some discount of the result here given probably should be made in that the judges, knowing the order in which these lessons occurred during the year, may conceivably have had a bias toward believing that they saw growth.

TABLE

SUMMARY OF BIG PHASES OF THINKING WHICH IN TURN ROSE TO

Period	I. How were questions for study derived?	
	1. How did nature of assignments change?	2. What advances were made in the use of questions?
A	Assignments included raising of questions and proposed methods of study	Questions used to help children raise problems to study
B	Selection of one definite problem from many raised by class	Teacher's questions still the backbone of class work but she gradually let children's questions take the place of hers
C	Children set up own big problems, divided these into parts and chose methods for study	Children took lead in asking questions, while teacher's questions merely guided and checked
D	Children made own assignments, noticing the use of illustrations and organizations of events	Children made individual questions for own study
E	Group chose big question but each child worked up special topics	More eager formation of more diversified questions
F	Children drew for assignments previously discussed and organized by class	Through questioning teacher and children decided how to study and review

XII

PROMINENCE IN THE RECORD AS SEEN BY A GROUP OF STUDENTS

II. How were questions investigated?		III. How were definite conclusions formulated?
1. What were the steps in learning to investigate problems?	2. What attention was given to methods of study?	
Drill in use of own text-book in finding answers to questions	Attention given to location of material in text and to organization of thinking	Definite conclusions arrived at by skillful use of questions; teacher and children formulating reasonable conclusions from facts
Time given to breaking up of questions, to finding how to study and to getting information	Through making outlines and questions with the aid of the teacher, children realized there is a constant change while thinking and organizing	By use of outlines conclusions were formed from class suggestions and brought where all could criticize
Teacher guided children's discussions by connected questions but allowed them to think and work out their related order	Choice made as to best suggestions of method of study; idea of tracing and comparing movements always prominent	Reports, charts and dramatizations used
Children did independent work in setting up problems, and selecting best methods of investigation	Children planned work and used materials individually	Author's and own review questions used
Individual investigation of problems through outside reading; proving of statements	After children had studied individual topics they selected important facts from reports	Conclusions formulated by individual outlines, reports and summaries
Tracing periods of development by use of index, questions, outlines, discussions and slides	Children organized all the ideas they had on how to study	Outlines on board combined and made clear all previous work

CHAPTER VI

TYPES OF THINKING ADVOCATED IN THE WRITINGS OF EDUCATORS TOWARD WHICH PUPILS WORKED

Thus far attention has been given to what actually occurred in a certain class. That class was given freedom to use its class hours according to the best plans which the class could formulate with guidance from the teacher. Writers in education have expressed their ideas as to what should take place in a classroom where good work is being done. The question at once arises, "Is there a parallel between these two? Does what happened in the class investigated agree with educational formulation of what procedure and results should be?"

The quotations below are offered as giving one possible expression of modern educational theory on the phase under discussion. There are then two pictures presented. One picture is in the report of the investigation. This has given in detail the successive steps of a particular class when at work. It has pointed out the changes that came in attitudes and the growth in skills. In the collection of quotations is the second picture. In this the steps in a good process of thinking are described. The changes which should occur in the form and spirit of work in a class where effort is made to improve the ways of thinking are discussed. The skills and attitudes which it is reasonable to suppose should develop are indicated. The agreement between the two descriptions is striking.

This agreement is an added element of evidence that the method discussed in this study fostered excellent types of activities in the pupils.

That good thinking should be an outcome in every class will scarcely now be denied by anyone; however, teachers may disagree as to the means of securing so worthy an end. In McMurry's *How To Study and Teaching How to Study*, "true study" is defined as the "vigorous application of the mind to a subject for the satisfaction of a felt need," and he, therefore, holds that "the common notion that study should consist of thinking is quite right."¹ As early as

¹ McMurry, Frank. *How To Study and Teaching How To Study*, page 283. Teachers College, Columbia University, New York, 1909.

1899, The Committee of Seven, appointed by the American Historical Association, in their report voiced this general acceptance of thinking as an aim in these words, "not an accumulation of information, but the habit of correct thinking is the supreme result of good teaching in every branch of instruction."² Indeed, to quote the words of Gates, "To utilize recitation periods not for the purpose of conducting inquisitions but to stimulate, exercise, and improve habits of thinking is one of the most productive of modern methods."³

That children have the ability to do the same type of thinking as adults is now generally admitted. Earhart, testing children on their abilities with regard to studying geography, found them capable of good thinking.⁴ Bonser, in his investigation of the reasoning ability in the fourth, fifth, and sixth grades, obtained positive results.⁵ All the findings of the psychologists who are measuring intelligence deny the possibility that reasoning powers in children are meager. Gates writes that in considering reasoning from that of the nine-year-old to that of the adult genius, we "merely ascend to higher levels on the same scale of abilities."⁶

The reflective type of thinking, which is the type here considered, is commonly recognized as being a very active process. Recently the Columbia Associates in Philosophy defined it as thought "bent on solving a problem, on finding out the meaning of a perplexing situation, or reaching a conclusion which is trustworthy."⁷ Dewey speaks of it as "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends." He further holds that the "demand for the solution of a perplexity is the steady-ing and guiding factor in the entire process of reflection" in that the "problem fixes the end of thought, and the end controls the process of thinking."

If this be true, it is "important that the mind should be sensitive to problems and skilled in methods of attack and solution."⁸ Indeed, the pupil should have a part in every phase of the process of thinking.

² Committee of Seven, *American Historical Association, Report*. Macmillan Company, New York, 1899.

³ Gates, A. S. *Psychology for Students of Education*, page 347. Macmillan Company, New York, 1923.

⁴ Earhart, Lida B. *Systematic Study in the Elementary Schools*. Teachers College, Columbia University, 1908.

⁵ Bonser, F. G. *Reasoning Ability of Children of Fourth, Fifth, and Sixth School Grades*. Teachers College, Columbia University, 1910.

⁶ Gates, A. S. *Psychology for Students of Education*, page 333.

⁷ Columbia Associates in Philosophy. *An Introduction to Reflective Thinking*, page 2, Houghton Mifflin Co., Boston, 1923.

⁸ Dewey, John. *How We Think*, pages 11, 12, and 78. D. C. Heath and Co., New York, 1910.

He "must ask and answer questions, he must make as well as solve problems." Not only must he be active in all phases, says McMurry, but he must "learn to do things for himself in a way which he has adopted for himself."⁹ It is necessary that such activity take place whether consciously guided or not, since only in this way can the mind get ideas which will grow and tend to application. "No thought, no idea, can," in Dewey's opinion, "possibly be conveyed as an idea from one person to another. When it is told, it is to the one to whom it is told another given fact and not an idea. The communication may stimulate the other person to realize the question for himself and to think out a like idea . . ." but ". . . only by wrestling with the conditions at first hand, seeking and finding his own way out, does he think."¹⁰ "Not the learning of texts but the solving of problems is what we need," says Rugg. "Our material must be organized around issues, problems, unanswered questions which the pupil recognizes as important and which he really strives to unravel."¹¹

Dewey, indeed, goes so far as to tell us that "instruction, then, in subject matter that does not fit into any problem already stirring in the student's own experience, or that is not presented in such a way as to arouse a problem, is worse than useless for educational purposes."¹² The teacher in the elementary school certainly should not send her pupils to their tasks without trying to help them to find vital problems. This must be very specific preparation. To be aware of the need of thinking, and to have analyzed the situation so as to see just where the difficulty lies, are two quite different matters; and to determine "the possible modes of accomplishing the solution is still another."¹³ "The learner should work," says Gates, "not aimlessly waiting for things to happen, but with a definite question or assumption in mind."¹⁴ The depth of the thinking will often depend on the time given to determining the nature of the problem, for just here is where the foundations are laid for suspended judgment, admittedly the essence of critical thinking.¹⁵

When a problem is realized, suggestions naturally follow, which in turn must be held for serious consideration, and "tested by reference

⁹ McMurry, Frank. *How To Study and Teaching How To Study*, page 301.

¹⁰ Dewey, John. *Democracy and Education*, page 188. Macmillan Co., New York, 1916.

¹¹ Rugg, Harold O. "Do the Social Studies Prepare Pupils Adequately for Life Activities." *Twenty-second Yearbook of the National Society for the Study of Education*, Part II, page 20, Public School Publishing Co., Bloomington, Ill., 1922.

¹² Dewey, John. *How We Think*, page 199.

¹³ Earhart, Lida B. *Systematic Study in the Elementary Schools*, page 9.

¹⁴ Gates, A. S. *Psychology for Students of Education*, page 342.

¹⁵ Dewey, John. *How We Think*, page 74.

to foundations and consequences.”¹⁶ “The first maneuver,” then, “is to proceed with the main question in mind and to examine actively the problem in piecemeal.” “Systematic procedure, in which details are taken up in orderly fashion, their relation to problem ascertained and futile leads noted, should be cultivated by means of practice under guidance.”¹⁷ If the question be carefully expressed, all learners may be held “responsible for detecting beginnings of wanderings of thought. . . . There is no reason why the teacher should carry this responsibility alone.”¹⁸ The pupil who sets himself to solve a problem will control his thoughts and choose or reject the ideas which come into consciousness, taking as the basis of his choice the bearings which these ideas have upon the end that he is trying to reach. Specific purposes will give him “clear notions of thoroughness” and “his own conception of values”; with these in mind, he may easily pass over many of the facts that come in the course of his reading.¹⁹ Throughout the process he must constantly be seeking his final conclusions.²⁰ “Success in reflective solution of a problem,” says Parker, “is shown to involve the selection from a mass of associated ideas, of those which seemed to bear upon the problem.”²¹ Therefore, although “the recitation is a place and time for stimulating and directing reflection, and reproducing memorized matter is only an incident—even though an indispensable incident—in the process of cultivating a thoughtful attitude,” facts will be needed and eagerly sought and retained.²² The teacher must lead pupils into such experiences with suitable units of subject matter “that as they continue in their study of the subject these smaller units collecting in large number may themselves be subordinated to still broader central thoughts according to their nature,” for “this grouping of detail according to their relationship into points and of such points under still higher heads, and on until a whole subject and even the whole field of knowledge is carefully ordered according to the relationship of its parts, is what is meant by the organization of knowledge.”²³

Nor does such thinking on the part of children appear impossible

¹⁶ *Introduction to Reflective Thinking*, page 4.

¹⁷ Gates, A. S. *Psychology for Students of Education*, page 340.

¹⁸ Dewey, John. *How to Study*, page 131.

¹⁹ McMurtry, Frank. *How to Study*, page 310.

²⁰ Dewey, John. *How We Think*, page 211.

Gates, A. S. *Psychology for Students of Education*, page 343.

²¹ Parker, S. C. *Methods of Teaching in High Schools*, page 228. Ginn and Co., Boston, 1915.

²² Dewey, John. *How We Think*, page 201; *Democracy and Education*, page 186.

McMurtry, Frank. *How To Study*, page 300.

Gates, A. S. *Psychology for Students of Education*, page 336.

²³ McMurtry, Frank. *How To Study*, page 92.

if one believes with Dewey that "any experience however trivial in its first appearance is capable of assuming an infinite richness of significance by extending its range of perceived connections."²⁴ "Part, then, of a teacher's skill lies in so adjusting the children's investigations that the difficulty of new problems will be large enough to challenge thought, and small enough that, in addition to the confusion naturally attending the novel elements, there shall be luminous familiar spots from which helpful suggestions may spring."²⁵

Dewey tells us that "normal communication with others is the readiest way of affecting development of such thinking in that it links up the net results of the experience of the group and even the race with the immediate experience of an individual."²⁶ By normal communication he means that "in which there is a joint interest, a common interest, so that one is eager to give and the other to take." If it be further believed with McMurry that one of the chief uses of knowledge is found in conversation and discussion, it is not hopeless to conceive of children as doing good thinking during their class hours. "The great thing," says McMurry, "is to see that the talk of the class room takes place under as natural conditions as serious conversation and discussion elsewhere. The purpose must not be to recite but to talk over earnestly points that are worth talking over."²⁷ Gates considers that "it is in group activity that both the 'problem attitude,' that is, the tendency to question reasonably, criticize, evaluate, explain rather than merely accept, and the 'scientific attitude,' that is, the tendency to think cautiously, thoroughly, systematically, and impersonally rather than carelessly or with prejudice—may be the most adequately developed."²⁸ Such class hours should grow to be as natural as conferences in home and social life except that they should be more organized and should follow more definite lines. In classes of this kind, "ideas would be criticized, misconceptions corrected, and new lines of thought and inquiry set up," says Dewey.²⁹

The recitation then becomes a period where children talk before the teacher rather than to her; and in questioning and answering one another in a natural way they not only learn pointedness in thinking, but they in-

²⁴ Dewey, John. *Democracy and Education*, page 225.

²⁵ *Ibid.*, *Democracy and Education*, page 184.

²⁶ *Ibid.*, page 255.

²⁷ McMurry, Frank. *How To Study*, pages 202 and 216.

²⁸ Gates, A. S. *Psychology for Students of Education*, page 347.

²⁹ Dewey, John. *School and Society*, page 65, University of Chicago Press, 1900.

crease and test their knowledge by using it. . . . When many of the school periods are occupied in this way, the lessons are not likely to be prepared with the teacher first in mind; what the others will say, what they will accept, and reject and enjoy, as well as what one can one's self present and maintain will chiefly occupy the attention.³⁰

[The teacher] will, more often than at present, plan to act merely as chairman of the discussion, rather than as the leader of it and an active participant in it. She will induce her pupils to study aloud before her, particularly to take such initial steps as lie plainly within their power. She will offer suggestions from time to time, but not to the extent of depriving them of responsibility for determining the main questions and answering them. The longer she instructs a class, the less talking she will do, because they, having grown more resourceful and independent, will be able to do it themselves, it being one of her objects to show them that they can get along without her. . . . But her presence will still be necessary, for while she will no longer have to prod them every minute by questions, her testing will always be important and her greater maturity of knowledge will render her suggestions and criticisms always valuable.³¹

The creation of an environment that will secure "motive on the part of the pupil, consideration of values by pupils, attention to organization by pupils, and initiative by pupils," is therefore the teacher's greatest problem.³² Such qualities of independence, originality, and initiative as this will foster need not cause losses either in facts or the virtues we value. Originality, such as here considered, requires large use of materials and suggestions contributed by others, for originality means "personal interest in the question, personal initiative in turning over the suggestions furnished by others, and sincerity in following them to a tested conclusion,"³³ and the continuance of this originality depends, in some degree, "upon habits of openmindedness, of keeping alive to a wide variety of stimuli, and of remaining sensitive to all the suggestions that a situation may contain, rather than in thinking only along the line most readily suggested."³⁴ We may think of independence also, "not as unreadiness to follow or obey or believe other men, but as a readiness and ability to contribute to good causes, something more than is suggested by others"; we may think of initiative, "not as an unreadiness to wait and coöperate and be modest, but as a readiness and ability to go ahead, 'speed up,' lead and take promising risks,

³⁰ McMurry, Frank. *How To Study*, page 218.

³¹ McMurry, Frank. *How To Study*, page 303.

³² McMurry, Frank. *Elementary School Standards*, World Book Co., New York, 1913.

³³ Dewey, John. *How We Think*, page 198.

³⁴ Gates, A. S. *Psychology for Students of Education*, page 341.

and as an attitude of expecting to create opportunities." There will then not be any "weakness in doing routine work in old ways," or any "paucity of fixed habits," "but strength in doing work that is new or doing it in new ways, an attitude of hoping to change knowledge or practice for the better, an organization of habits that causes their progressive modification." ³⁵ Within limits there must, however, be responsibility with its accompaniment of freedom if such qualities are to grow. The hearty purposeful act becomes the unit of learning. ³⁶

Teachers have long believed in such ideas as the foregoing and reports of successful attempts at carrying them out in various subjects are becoming numerous. History (the subject here considered) readily lends itself to an application of the ideas presented. Its most recent subject matter is the substance of much of the conversation outside of the schoolroom. Very little general reading can be done before one finds mention of history's more remote phases. History invites pupils to see wider and wider connections to their thoughts, for through study of history "that which is merely obvious becomes meaningful and significant as an expression of underlying social forces"; while on the other hand, as "the forces that make for progress are revealed in their mode of operation, help is also derived in the guidance of conduct both individual and collective." ³⁷ It is quite possible for children to see the actions in which they are interested in time connections since "all our institutions, our habits of thought and modes of action are inheritances from preceding ages." To get this realization of temporal relationships, one must see lines of development. Children should therefore "be given the beginnings of a habit of considering what has been when they discuss what is or what should be." ³⁸ Furthermore, if help in the guidance of conduct is to be derived, it is especially desirable that not only should the present not be separated from the past but the past should not be separated from the present. Present situations with their problems offer fruitful starting points in the study of history. ³⁹ This may be true even in the cases where the present problem is quickly forgotten in the intense interest of the rich background revealed by the problem.

³⁵ Thorndike, E. L. "Education for Initiative and Originality," *Teachers College Record*, 17: 405' 1917.

³⁶ Kilpatrick, W. H. "The Project Method," *Teachers College Record*, Volume XIX, No. 4, Sept., 1918.

³⁷ Bonser, F. G. *Elementary School Curriculum*, page 25. Macmillan Company, 1920.

³⁸ *Committee of Seven, Report*, page 20.

³⁹ Dewey, John. *Democracy and Education*, page 25.

Thus skill in finding questions in their setting and in investigating them is an essential part of learning historical ideas that will function. Indeed, there is need in the elementary history for the type of thinking we are here discussing: scientific thinking in its broader interpretation has been defined as "recognition of the fact that sound conclusions do rest on somebody's patient investigations; that although we accept the work of others, everybody is required to study and think and examine before he positively asserts; that every question should be approached without prejudice; that open-mindedness, candor, and honesty are requisites for the attainment of scientific knowledge."⁴⁰ If such be a part of the meaning of thinking in the historical field, even a small degree of attainment in it must make for some desirable "difference in conduct" and be to that extent educational.⁴¹ "Our children need," says Rugg, "not one, but many years of practice in reading, mulling over, and exchanging ideas about the most pertinent matters of industrial, social, and political life."⁴²

⁴⁰ *Committee of Seven, Report*, page 23.

⁴¹ Bonser, F. G. *Elementary School Curriculum*, page 11.

⁴² *Twenty-second Yearbook for the Scientific Study of Education*, page 3.

CHAPTER VII

CONCLUSIONS AND THEIR LIMITATIONS

CONCLUSIONS

This investigation establishes certain definite possibilities in the development of skill in thinking more effectively by children studying United States history when they are encouraged to ask questions and to answer their own questions. Such development was, in this study, found sufficient to be tangibly evident in a school year in a contrast of the children's words in the classroom in September and in May.

a. One phase of this development is in the changes in the type of work the pupils offered during the class hour. In September they sat passive, reciting, when called on, the words in certain parts of prescribed books. In May the pupils themselves introduced the problems on which they desired help in solving. They used a wide range of extra books, magazines, and illustrative material to satisfy their own sense of what the problem implied. Books had also found a place in the recitation hour as well as in the study hour. They had evolved particular ways of studying which they now habitually employed. The teacher had become a counselor responding to their needs as they met real difficulties. The teacher's share in the spoken words of the classroom had been reduced from 60 per cent to 14 per cent. From meekly obedient followers of the teacher's instructions, the class had become a socially conscious group, freely and yet critically, giving and taking from one another in a coöperative solving of problems.

b. A second phase considered in this investigation is the development of ease in finding questions to be considered in the study hour and in the recitation hour. In the fall the pupils had no questions except when the teacher demanded questions from them. They did not criticize nor relate questions nor see practical applications of them. By spring, the children were demanding consideration of questions which had arisen in their own minds during previous discussions or during activities outside the classroom. They could then

synthesize and analyze questions for practical use. They saw their questions as the problems whose solutions made American history. Some phases of their questions they recognized as problems before the citizens of the nation to-day. From questions demanding one-word answers they advanced to types requiring organization of a range of facts.

c. There was improvement also in the pupils' abilities to solve questions proposed. They learned first to write down on the teacher's demand, a weak question outline and to follow it in studying and reciting. They ended with a very high type of integrated work; work in which questions and solutions continuously supported and advanced one another. They learned to question one another and to use questions in organizing their study as to problems, ideas and difficulties in procedure to be brought before the class. They learned to use questioning to advance, restrain and organize discussions in progress. The solving of these questions necessitated undertaking mastery of skills essential in using different types of printed material and various parts of a book. It demanded ability to analyze a given portion and to synthesize facts from several different authorities. It required establishing the trustworthiness of facts used.

d. Growth came also with regard to formulating conclusions. Beginning without even the habit of listing related items, they came to make good sentence outlines of chapters read, of talks heard, of reports offered in class, of class discussions, and of reviews covering long ranges of time and material. By May, the class managed for itself as a matter of course the processes of seeing relationships and formally organizing results.

e. The fifth line traced in this investigation is the conscious attention given to method by the children. Such attention was found possible, necessary, and natural. Freedom of choice in subject matter and method carried with it the need of discussing critically how work had been done and how it should be done. When expected results did not come, criticizing methods used was imperative. Having in mind a stock of ideas about method was therefore important. The field within which pupils planned, gradually increased. First, questions, materials, and modes of presenting facts within very small units claimed their attention. Later came application of this planning to larger units and to different situations in the class hour. Evidence that they were seriously considering this planning accumulated and increased throughout the year's record of the work.

The evidence is most strikingly given in the last two lessons, when the children summarized their ideas with regard to method.

f. A check on the work of the year was also provided in the tests administered. In the five standard history tests given, the average of the class (made up half of seventh grade and half of eighth grade pupils) exceeded, except in one instance, the norms of the country for eighth grade pupils. In the tests especially devised in this study, the children were shown to have gained in speed in finding facts, and in formulating the question answered by a paragraph. The class advanced from twenty-five ideas about how to study a chapter to two hundred and ten ideas. In another test they gave evidence that they knew good questions to ask about a statement before they would accept it as historically true, although they had not been formally taught with regard to this matter.

g. That development in thinking was such as could be recognized by others reading the record was established by having samplings judged by one hundred and fifty students of education. An analysis of the record by five students also showed that they found much the same stages of growth as the writer did.

In brief, the investigation leads to the following general conclusions:

1. Children are capable of asking and answering for themselves good questions about history.
2. Improvement in the children's skill in thinking about questions from history is possible.
3. Children's attention to their method of study is a factor in this improvement.
4. Other values from history study are retained though the attention be chiefly on method of study.

LIMITATIONS

A descriptive and analytical type of investigation such as this one may be used to show what can be accomplished by a method of teaching. This study presents accurately and analyzes carefully what was accomplished by allowing children to ask and answer questions when studying history. From the evidence, thus concretely given, one may conclude that the method has merit. The evidence that there is consonance of the method with the theories expressed by writers of repute strengthens such a conclusion. The fact that the pupils ranked high on the scores from the tests further

increases the probability. Another element favoring the belief in merit of the method lies in the judgments obtained on the record from students of education.

Some discount of the growth shown in this study may need to be made for the following reasons: The increasing realization of the children that they really were permitted to ask questions and that they could look to the teachers for helpful discussion rather than commands in the matter of method may have produced an appearance of greater development than actually took place. These skills may have been possessed by the children in greater measure than the earlier work indicated. Their later use, as the children felt freer would then look like growth achieved during the year. The immediate results got from the efforts of the teachers in the first lessons of the year and the scores on the tests given do not, however, favor supposing that a heavy discount is necessary for the possibility here discussed. The growth of the teachers in control of their technique may also conceivably have given an undue appearance of growth in the children. This is improbable. The teachers were not experimenting with a technique new to them personally but were rather trying to get an accurate record of what happens when such technique as that described in this study is used in teaching history to seventh and eighth grade pupils. Furthermore, the teachers lessened their actual control in the proportion that the pupils in reality practiced the freedom offered them. It is therefore improbable that any large amount of the growth that has been indicated in this study was due to the teachers' increasing command of the teaching technique. The conclusion that there is merit in this method of helping children on how to study remains well supported.

The reader is, however, reminded that this is not a typical experimental study with rigorous control of variables for the purpose of measuring the relative merits of different methods of instruction. An equivalent-group experiment employing methods such as those described in McCall's *How to Experiment In Education*—would be necessary in order to make such comparisons. A control group was not used in this study. The pupils whose work gave the results which are the norms accepted for the standard tests given in this study might be conceived as a sort of control group. The I.Q.'s of the pupils considered in this investigation give an average of 100; they are, therefore, average pupils in this regard. Presumably, the unselected group whose records are the norms of the tests were, if

anything, slightly above average in the matter of I.Q's. The chronological age of these pupils at the time of the tests was not far from the average of an unselected group of seventh and eighth grade pupils for the country at large. An hour a day was specified for recitation and required study in the group investigated. This is probably not far from the average time given to history in the seventh and eighth grades in typical schools. Accurate corrections for such items as these would, however, have to be made before dependable statements of comparison could be made. No effort has here been made to measure the teaching abilities of those who conducted the class investigated. It would seem probable that they were more skillful than the average of the teachers employed in the United States since they had had more training. This study makes no statement, therefore, of the degree of merit in the kind of teaching investigated as compared with any other type of teaching. Although the foregoing evidence and arguments make it probable that the method of teaching and studying history employed is superior to typical methods, there were too many uncontrolled variables to make it possible to claim that this probable conclusion is a certain one.

APPENDIX

I

EXTRACTS FROM DAILY RECORDS OF CLASS HOURS TO WHICH REFERENCE HAS BEEN MADE IN THIS INVESTIGATION

KEY

- T. indicates that the teacher is speaker.
- C. indicates that the child is speaker.
- Ch. indicates that the chairman is speaker.
- ... indicates an omission.

EXTRACTS FROM DAILY RECORDS OF CLASS HOURS
INVESTIGATED

PERIOD A

September 28 to October 10

- 1 T. This year we are to have American history. All of us feel that we have a part in this country of ours; so I feel sure we will want to know what our country does and thinks. How long now since its beginning?
- 2 C. About four hundred years.
- 3 T. Yes, we often say that American history began in 1492. Perhaps you can show that it had even some earlier beginnings than that? (Silence.) Can you? (Silence.)
- 4 T. Do you recall anything about the nations who settled America? (Silence.) Did our nation get anything from these people?
- 5 C. It first began in England.
- 6 T. Can you tell us something about it? (Silence.) Indeed, the nations who lived before us helped us. (Teacher suddenly moves forward, changes tone, becomes very animated.) Boys and girls, we may have our history period this year to find what this country of ours has been doing. Are there things you really want to know? What would you like to begin studying? What questions would you like to ask?
- 7 C. I would like to study about the Indians.
- 8 T. What sorts of things do you want to study about the Indians? Any questions?
- 9 C. About their habits and how they received the white men and about Indian wars.
- 10 T. Has any one a different suggestion?
- 11 C. I want to study about industries.
- 12 T. How did you get interested in the industries?
- 13 C. Just like to know something about them.
- 14 T. Is there another question?
- 15 C. I would like to know how trade first got started.
- 16 T. Is there anything else the class would like to study?
- 17 C. I am interested in adventures.
- 18 C. About wars. About Civil War.
- 19 T. What about wars? How did you get interested in them?
- 20 C. I have heard old people talking about wars.
- 21 C. Yes, I want to study about the World War. I am interested in knowing if we are going to have another world war?
- 22 T. And are there still other questions you would like answered in your history class?

- 23 C. I would like to know about the government and different governments.
24 C. Oh, I'd like to know about wars in Europe and wars going on now.
25 T. We can only take up those this year as they affect our country.
Another year we shall study the other nations. Anything else?
26 C. I would like to know about our own state.
27 T. Now or in earlier times?
28 C. How it started and up to now.
29 C. I would like to compare governments and see how they have changed.
30 T. Yes, that would be interesting.
31 C. I would like to study about the lives of American men.
32 T. How did you become interested in those?
33 C. They are just interesting.
34 T. Are there other things you especially would like to study? (Silence.)
Head a page in your loose-leaf notebooks, "Questions I would like to
have answered." Head another page, "How United States history will
help me." Put down every idea you get on how it is helping you. Any
questions on that?
35 C. Put the second on a separate sheet?
36 T. Yes, so that you may have space to fill in as you get new ideas. Now
where shall we begin our study of these history questions?
37 C. Begin on queer trips, the earliest part of history. Indian wars, I think.
Begin at beginning and go on. Adventure.
38 T. Well, which? (Silence.) All right, we shall begin with early adven-
tures and queer trips. How shall we begin? (Blank looks.)
39 T. What shall we do for our next lesson?
40 C. Look in book. Yes, first lesson.
41 T. But is there not something more we should do?
42 C. Use books we have at home.
43 T. Is there anything else we can do? Have you any questions to ask?
44 C. Use different books and tell what we have read.
45 T. Do you know enough now to begin the work? (Silence.) Have you
any questions? (Silence.) Suppose at least we write down the names
of some of the men you are interested in, or that you wish to find out
about.
46 C. Marco Polo.
47 T. Another?
48 C. Cabot.
49 T. Why do you wish to know about the Cabots?
50 C. He is just interesting.
51 T. Others?
52 C. Others?
53 C. Let us study Cortez, Ponce De Leon, and Balboa.
54 T. Are these all then?
55 C. What was that man's name who just went to the North Pole?
56 T. (interestedly) Oh, then you are thinking of him as connected with
these? (Silence.) Any other suggestions? Or questions?
57 C. There is Magellan. (Usual explorers at length listed.) Do you want
us to study these men for next lesson?

- 58 T. How else will you know if they are worth putting more time on? What do you think?
- 59 C. I think we need to know about Columbus.
- 60 T. Is he important?
- 61 C. I guess so because we have studied him since the first grade.
- 62 T. What do you want to know about these men? What questions would you ask?
- 63 C. Their queer ideas.
- 64 T. Is that all?
- 65 C. Their boyhood and the rest of their lives.
- 66 T. Have many of you been interested in the explorers?
- 67 C. I was. Everything except the dates.
- 68 T. I wonder if dates are important? (Children look amazed.) I mean, are they of any use? (Silence.) Would you be willing to leave out dates? (Silence.) Leave them out then until we find use for them?
- 69 C. I think we ought to know the main dates.
- 70 T. Oh, you do? Why are they important?
- 71 C. Because some one might want to know the date something happened.
- 72 T. We are talking of studying men for our next lesson. Would any dates be helpful in that?
- 73 C. You might want to compare him with people of to-day.
- 74 T. You think, then, that you could not judge well unless you knew the time a man lived in. (Writes on board, Dates help us to compare.)
- 75 T. Are dates of any other use?
- 76 C. If he did not know the dates, the man who wrote the book would not know order to put it in.
- 77 T. What difference would that make?
- 78 C. We want to see the steps. (Teacher writes on board.)
- 79 T. What, then, is our lesson for next time?
- 80 C. You want us to look up the lives of men?
- 81 T. (smiling) Is that what you want to do?
- 82 C. (soberly) Yes, and study the men, and to-morrow we will tell you about them.
- 83 T. Will you tell *me*? (Class laughs.)
- 84 C. I think you know about them already.
- 85 T. I understand, then, that it is the period of exploration and adventure that we have decided to investigate. If you prefer something else, we will consider if it is better.
- 86 C. I think we need to know about them so that we will be educated.
- 87 T. So you wish to be educated and you think this would help? (Silence.)
- 88 C. (with an amused smile) We might want to write history.
- 89 T. (Smiles also and waits.)
- 90 C. We might get in a crowd who were talking about history.
- 91 T. Indeed, you might.
- 92 C. (with a sister in college) And when we get to college, we will study a higher history, and if we do not study these men now we will not know them then.
- 93 T. I am going to write your assignment thus: (Writes: Find out what

you think is worth your studying in the period of exploration which we have talked about.)

- 94 T. I wonder how many have found something worth our attention. Can you tell this class something worth hearing about the explorers? (Half of class raise hands. Bits of usual type are reported; best examples follow.)
- 95 C. Leif Ericson came in 1000.
- 96 T. Can you show what he had to do with our country?
- 97 C. He found America.
- 98 T. Would you say so?
- 99 C. He discovered Greenland and Iceland.
- 100 T. I wonder if discovering Greenland and Iceland was the same as finding America? (Silence.)
- 101 C. He might have discovered America. (Silence.)
- 102 T. Has any one else something important to report?
- 103 C. Magellan.
- 104 T. What do you wish to tell us about him?
- 105 C. Discovered Pacific Ocean and water route around the world. He got to some islands and started the Christian religion there. The natives got mad and drove him away. I saw the picture of his death in the movies. He got almost to the ship.
- 106 T. Do you know, I believe each one of you to-day has given a little of what you learned long ago. What is important for us now about this? (Silence.) How do we know when something is important? (Silence.) We decided that some dates were important to us. How do we know when anything else is important? (Silence.) Does everything that happens make a part of history?
- 107 C. (doubtfully) Yes.
- 108 T. Does everything that happens go into your history books?
- 109 C. No.
- 110 T. Is there any way of choosing the important?
- 111 C. Only the facts that go with big things go into history.
- 112 T. And what are the big things?
- 113 C. Main facts.
- 114 T. What would make a fact important or a main one? (Child rambles over some disconnected facts read.)
- 115 C. (thoughtfully) I think that the things that affect our country are important.
- 116 T. Yes, things that make a difference in our country surely must be important. Would any of the events we have spoken of be important? Could we ask questions about any of them?
(Child raises hand; when recognized gives rather interesting report of article read containing new information on old explorations of Norsemen.)
- 117 T. What would be important in the early history of our country?
- 118 C. Some things helped to establish our nation.

- 119 C. They forgot all about this exploration.
- 120 T. What are you going to say is important in this period we are studying? You did not suggest studying explorations to please me, did you? What questions would you ask?
- 121 C. I think we ought to know how America became a country.
- 122 T. Yes? (Long silence ensues.)
- 123 C. They had to find land.
- 124 T. It had been settled by Indians long before the visit of the Norsemen of whom you spoke. Who had to find out about America before it would become the America you think about?
- 125 C. Some men who wanted to be free.
- 126 C. Some white people who would settle it.
- 127 T. So our question now is, How was America found by white men who would settle it? Suppose, then, that Columbus had come, gone back, written up his trip, and it had all been forgotten. Would that be very important to us in the study we are making to-day? Suppose he had found a lot of gold and taken it back, but nothing more had come of it?
- 128 C. That would not be important.
- 129 T. So our question, then, is, How people found out about this land as a good place for homes. What are you thinking that their coming started? (Children suggest homes . . . manufactures . . . fishing . . . farming . . . honest industries.)
- 130 T. How will we go about studying this?
- 131 C. Read about the Pilgrims. Why, the people would not let them have religious freedom; so they came to America.
- 132 T. Let us see if our book can help us. What part will you use for to-morrow? How will you find what you need?
- 133 C. Look for discovery of America.
- 134 C. For trading.
(Disconnected remarks are made as they begin hunting through book for materials.)
- 135 C. They did not have money.
- 136 T. Did they not?
- 137 C. No, they just traded with the Indians.
- 138 C. How did they get money, then?
- 139 T. You have an interesting question for us a little later. Don't forget to write it down on your page.
- 140 T. Where will you look in your books?
- 141 C. Index. Only a few of us are trying even that.
- 142 T. I wonder if there is not a better place when you want big topics?
- 143 C. Look in the contents.
- 144 T. I believe that might be best.
- 145 C. I have found it. It is second chapter.
- 146 T. Why not third?
- 147 C. That is about the settling of the colonies.
- 148 T. Two, then, is our chapter for next time. Have you other material

- you can use? (Several suggest books at home.) Do you need any other questions?
- 149 C. Who? when? where? and how?
- 150 C. If they had not come earlier, would they have come when they had aëroplanes?
- 151 T. What is the trouble with that question as a question for us to use?
- 152 C. It is guesswork.
- 153 T. Why?
- 154 C. Could not see what was to be in the future.
- 155 T. Especially not, if past were different, too. It is interesting, of course, but not important.
- 156 C. If Columbus had not discovered America, some one would have.
- 157 T. Why do you think so?
- 158 C. Others had the same ideas.
- 159 C. Didn't he take sailors with him who thought the world round?
- 160 T. Might they not, too, have been out for adventure or to make a living?
- 161 C. The Queen told the sailors to go.
- 162 T. Are you sure?
- 163 C. Wasn't the aëroplane invented during the war?
- 164 T. That is an interesting question for another time, but are you not off the subject? Class, object if any one does not stick to the point in this class. Don't wait for me to do it for you! At the first of each period, however, we may take up any questions you wish to bring up. We wrote our question on the board, so let us begin studying individually. (Reads.) How was the land of America found by white men who would settle it?
- 165 T. May I have the attention of the class? You remember we said that we would consider any question you wished this class to answer, the first thing each hour. Have any questions come to you that you would like to try to answer? (No response.) That is queer, is it not? A group of boys and girls who are citizens, but who have not a question to ask! (Silence.) I am wondering why you have not?
- 166 C. Well, I do want to study the World War instead of this.
- 167 T. I see. However, class did decide that it wanted to begin at the first; that may come later. How many wish to study the World War? (Part only do.) But let us see what it is that you wish to study about the war.
- 168 C. The whole thing.
- 169 T. Yes, but I suppose we must start somewhere.
- 170 C. Where America entered.
- 171 C. Year before last another grade studied this, and we sat there with our mouths open. I want to know about the Ku Klux Klan.
- 172 T. Shall we put these down in our books as questions that we want answered?
- 173 C. Are we ever going to have another war?

- 174 T. Could we answer that even if we studied it? But would it be worth thinking about anyhow? (Silence.) I think it would.
(They summarize questions already in the books.)
- 175 C. What is going to happen about the World Court?
- 176 C. I have not heard anything about that.
- 177 T. But don't you think you would like to hear about it?
- 178 C. Yes, I do.
- 179 C. Negroes can't marry white people, can they?
- 180 T. Not in our state. We should have to study many sets of laws to answer that question.
- 181 C. There is the question of how the Americans and the negroes are going to get along.
- 182 C. The papers say that they are driving out the negroes in the South.
- 183 C. I wish they would all go back to Africa.
- 184 T. Have you other kinds of questions?
- 185 C. Then there is the immigration question. There are so many Japs in California.
- 186 C. Will the negroes hold office in the United States?
- 187 T. What is the big question back of all these?
- 188 C. What are we going to do about the colored people?
- 189 T. You have suggested more than that. How would this do? (Writes and reads: How could different nationalities and races live together helpfully?) Might think about it. Are there any different questions that you wish to bring up before class?
- 190 C. I read about Oklahoma. What is happening out there, and what shall we do about it?
- 191 T. We shall put these questions down as you suggest them now. Later you will probably wish to arrange them in a better order. Do all of you read papers? How many do? (Twelve raise hands.)
- 192 C. I want to know about the Japanese. Do they want to have a war with us?
- 193 C. How can they want to fight when their country is all torn up? We have sent them so much money and are building for them; so why should they want to have a war with us?
- 194 T. That would be interesting for us to try to find out.
- 195 C. They could not fight, anyway. They make good toys, but don't have good people.
- 196 T. Are you certain that that is true?
- 197 C. They have a good navy.
- 198 T. Did you ever know any Japanese?
(Disconnected discussion takes place.)
- 199 T. What is the trouble with the way we are doing our work now?
- 200 C. We are just rambling around.
- 201 C. Talking now about something that we don't know anything about.
- 202 T. Yes, and we have an assignment to complete. After that we may take up some one of these questions, if you wish.
- 203 C. But I think we ought to take up the Ku Klux Klan because there is so much going on about them.

- 204 C. Yes, I should like to study about them. They are a sort of different government going on in our own country. It is doing harm or good?
- 205 C. Let us study about the World War; then the K. K. K. will still be going on and we can study it later.
- 206 C. The Klan came to church one morning and gave the church some money.
- 207 C. The Klan started before the World War and I think it has changed some since then. Do they do any good or do they only do all these bad things? Why are some people for them and some against them? (Children talk on, without any particular result.)
- 208 T. Children, what are we doing again now? Won't it be best to decide on our next question and then go back to complete what we were on? We can't go on with this or any other until we have done that. Do I hear a motion as to what we shall study next? (Motion to study Klan passed.)
- 209 T. What questions will you investigate? (Writes as they talk.)
- 210 C. When did it start?
- 211 C. Are they the same now as when they started?
- 212 C. Why are some for and some against them?
- 213 C. What do they do for the country? the government?
- 214 T. What material can you use? (Children offer many suggestions.)
- 215 T. Any questions that ought to be considered before we take up our work for to-day?
- 216 C. At what time and why were white people captured and sent over to America? I could not get it clear. (Children and teacher explain briefly.)
- 217 T. What was our question for to-day?
- 218 C. Study men.
- 219 T. Not exactly.
- 220 C. Learn about explorers.
- 221 T. What did you think question was, . . . ?
- 222 C. How was America discovered and who settled it?
- 223 T. But class, you set yourselves a particular question. Each of you, look in your notebook! Put your finger on the question. Now read it, . . .
- 224 T. Who can begin answer? (Silence.)
What did you find, . . . ?
- 225 C. Nothing.
(Teacher nods to child with raised hand. Several ramble over materials they have read, best single offering follows.)
- 226 C. Well, Italy was getting spices and gold, I don't know how much gold and other things from India; but, anyway, Turks were capturing it, and Europeans did not like it. Goods were taken and whole boats and caravans captured and people thought that if they went far below Africa, water was boiling and some thought the world round. Columbus was born in Genoa and he went to get the Queen to help him to

get ships to sail around the world. He had a chart and a book of Napoleon.

227 T. (shocked) Not Napoleon? (No answer comes.) Was it Marco Polo?

228 C. Yes, he went to the Queen.

229 T. It is not necessary to tell all of that story. Tell us exactly what he did that helped Europeans to know about America.

230 C. He discovered some islands; on another voyage more islands. Then part of Mexico.

231 T. Can you tell us something more about that? (Silence.)

(Teacher tries to get facts without success.)

232 T. Let us make this more definite. How much did Columbus do?

233 C. He found east coast, all of it.

234 T. Did he?

235 C. I don't know.

236 T. How much did Columbus do? . . .

237 C. He discovered only, others settled.

238 T. How much did he find?

239 C. He . . . Oh, I don't know.

240 T. Try, by telling us the details of his first voyage. (Child attributes far too much to Columbus.)

241 T. Just how much did the voyage of Columbus accomplish?

242 C. Made them believe that they could go by water to the land of India.

243 C. He found a few islands.

244 T. Can you make any accurate statements about it? Turn to your books. How will you find the place?

245 C. Index.

246 T. Yes, and table of contents. Read us definite statements you find or show us on a map. (Study period.)

247 T. Ready for reports of first voyage. . . . Second? . . . Third? . . . Fourth? . . . Tell us in words as you trace it . . . Can some one help her? . . . What did Columbus then do? (Teacher writes as children summarize.)

248 C. Columbus was given much credit by people later for so little exploration.

249 T. Why? And was it so little?

250 C. He was the first and it took courage. (Teacher expands thought.)

251 C. I want to ask something. How did they guide the big sailboats? (Boys and teacher try to explain to her.)

252 T. Whom should we consider next?

253 C. Amerigo Vespucci explored . . . (Child stumbles; silence follows.)

254 T. Some are turning to the index, why not others? Give us the page, . . . Read the important sentence. Who? When was it? How much land?

255 C. Somewhere on coast, was it not?

256 T. What is the trouble with us?

257 C. We don't give exact information.

- 258 T. Was Amerigo the next explorer? (Children look doubtful.) Find out!
- 259 T. What is the question to-day? (Many fail to state question.)
- 260 C. We are trying to find out how explorers helped Europeans to find out about America as a place for settlement.
- 261 T. Good statement. We don't seem to be getting along very fast, but at least some of us know what we are looking for to-day.
- 262 C. But I did not find a good answer.
- 263 C. Nor I.
- 264 T. Look again, now. Each one of you. Take each explorer that you think might be important in turn. If you cannot give an exact summary statement about his part of the work, look him up. If you can't find him or understand the book, call for our help. No (to two children trying to use the same book), you can't do much that way. You would not both be looking up the same point, would you? (Quiet study, with individual help, continues for half hour.)
- 265 T. What was wrong with our class work yesterday?
- 266 C. We were not all listening.
(Teacher calls individually on several who seem unable to say anything intelligent.)
- 267 C. Our sentences were very incomplete.
- 268 T. What else was wrong?
- 269 C. We did not know the facts.
- 270 T. What else?
- 271 C. We did not stick to the point.
- 272 T. Anything more?
- 273 C. Beat around the bush.
- 274 T. Good point but expressed in slang. (Child rewords.)
- 275 C. We did not grant the floor to the first one beginning to speak.
- 276 C. (in an aside) I did not see that anything was the matter with it.
- 277 T. What are, then, the points of difficulty for us to work on to-day?
(Writes on board as they summarize.)
- 278 T. What was our question for to-day?
- 279 C. Well . . .
- 280 T. Start without well. Think out your thought; then give it.
- 281 C. Find explorers and what they tried to explore.
- 282 T. What did you think was the question? . . . ?
- 283 C. I don't know.
- 284 T. Really, we should be ashamed. We will not improve our work until we can remember the question we are working on.
- 285 C. Seems to me, we wanted something about . . .
- 286 T. (sharply) Make a definite question of it, please. (Teacher takes the class again through the process of wording question.) Now look at it so that all of you can give it accurately until we get it answered.
- 287 C. In exact words?
- 288 T. No, in exact thought. (Covers it.) Now, what was it? (Child stumbles.) Get it! Turn to your books. (Quiet study.) Now, try

again. If we were to write out an answer, what would the first point be?

289 C. Columbus, well, he started to prove the world round and didn't get . . .

290 T. Get to the point, please. What did he do?

291 C. He found all of America from the west coast.

292 T. You must be trying to remember some words you have heard.

293 C. No, from Mexico . . .

294 T. See if you can show us on the map.

(Other children say, "Oh, no"; teacher nods to one who comes up and helps first. Struggle continues thus for a hundred words or more.)

295 T. I feel that we need more information here. What do you think. When you find that you need more information, turn quickly to your books. Good, you already have the next point looked up. (Several reports.)

296 C. May I tell why Drake's voyage was important? . . .
(Another child tells of an excellent map found, and book is sent around class. Children continue reporting for another hundred words.)

297 T. Did the Europeans now know of America as a place for settlement?

298 C. Yes'm.

299 C. No'm.

(Teacher and class laugh.)

300 C. (rises briskly) (1) They knew it as a place not crowded. (2) They knew it as a place for homes for Indians.

301 T. Fine! What more must they know before we have answered our question? (Bell rings.) You will want a summary of the explorers to be sure that you have it all well in mind. Try this form on the board when reviewing for the next lesson.

(With outline map on the board, another day is given to finding the contributions of the different explorers. Teacher forces reports into definiteness and accuracy by constant questioning with texts before the class and the use of tabulations on the board.)

302 C. We have stayed too long on this.

303 T. Indeed we have, but do you know it? What should we do next do you think?

304 C. Learn it.

305 T. Every last one of us; for surely none of us would wish to leave unfinished work behind us.

306 C. Will you check each one on it, soon?

307 C. Sh!

308 T. (laughing) Why yes, I can at the end of the week when we have covered the matter. (Teacher explains checking procedure.)

309 C. Let me ask a question, Is this Klan lecture in town to-night worth going to?

310 T. I know nothing about the man who is giving it. Ask your parents' judgment. Now shall we continue our reports?

.

- 311 T. Let us see if we can give an exact account of the whole to-morrow.
We will have an outline map on the board. See if you can help the
European countries to take possession.
- 312 T. What different kinds of explorers have we found?
- 313 C. Some wanted to discover new lands; others to explore the country;
and still others wanted to settle and make homes.
- 314 T. Here is colored crayon. Can you show important voyages and terri-
tory gained?
- 315 C. May we have our books open?
- 316 T. Don't you think it will be better to close them to-day and see what
we have learned?
- 317 T. (as child starts to board at her nod) What are you planning to give
us in the case of each explorer?
- 318 C. (with help of others) Name, ideas, region, date, nationality, con-
tribution.
(Members of class in turn, at teacher's nod, take place at board,
tracing and reporting, making a continuous story. Teacher interrupts
if serious error is uncorrected, children taking each other's places if
facts fail the person at the board. Children get into the spirit of the
game, complete the explorers concerned, and go on with the help of
their books to the story of the planting of the colonies. Teacher at
that point steps to the board and tabulates as they talk. Klan is
next studied.)

PERIOD B

October 10 to November 30

(Children, without being called on, proceed to discuss the Klan at the close of the Civil War. Teacher guides discussion by such suggestions as the following: I wonder if we could get it clearer by taking stages? Which stage are you on? Are we talking to the point? No, it's a good idea to copy the points we write down. That is not an important point. Is not that a rather broad statement? Now you have two sides; what points can you get for each? Can you defend that point? Shall we change our point on the board? Is that another point? Is that possible? Can we talk about something of which we do not have the facts? Is that real evidence? Is there any proof? Can you be sensibly for or against? What does "I think" mean! Have you thought or gotten facts to think with yet? No, we can't take up that; you do not claim to have any facts yet. What was your point in that? Are we not off the question? Is that to the point? Teacher also leads to search for material, to writing of outlines and briefs together at various points.)

- 1 T. Let us see what we have gotten out of our study of the Klan. What good has it done you?
- 2 C. I learned there were two sides or more to the Klan.
- 3 T. Why is it important for you to know that?
- 4 C. We want to know how the Klan helps or hinders our government. . . .
- 5 C. Because we are citizens.
- 6 T. If the Klan died and you never heard anything more about it, would it have helped you any to have studied it?
- 7 C. Yes, because it is happening now; so it is something we can study while it is going on.
- 8 C. We want to know what is going on in our country.
- 9 T. What did you learn besides facts about Klan?
- 10 C. Learned to see two sides.
- 11 C. Can't accept what everybody says. Must know two sides to everything.
- 12 C. Ought to give each side a fair chance.
- 13 T. Fair chance for what?
- 14 C. For what they believe. To prove their worthiness. (Digressions for about a hundred words.)
- 15 C. We said all that before when we said that we should find out what was really so.
- 16 T. Is it worth while to try to think straight?
- 17 C. Yes, or we will keep repeating over and over and never get anywhere.

- 18 C. We should know how to tell something without being indefinite.
- 19 C. Know your facts definitely, prove them, study and investigate.
- 20 T. People often say "think" for all that.
- 21 C. We must be able to do it by ourselves when we get older.
- 22 T. What is that you think we need to do?
- 23 C. To think right—no, to think correctly.
- 24 T. What kind of thinking ought young Americans to be able to do?
- 25 C. Think hard.
- 26 C. Think to the point.
- 27 C. To use judgment.
- 28 T. You say use judgment, what do you mean?
- 29 C. Find out for yourself.
- 30 T. Find out how?
- 31 C. Read; then see which side is true.
- 32 T. You mean balance the two sides?
- 33 C. Weigh the question.
- 34 T. Have you found from our work any other suggestions on how to do your thinking?
- 35 C. Keep records and references so then if you want to go back and think through it again, you can learn to work for yourself; that would be like thinking.
- 36 T. What do you mean?
- 37 C. If we need facts, look for them ourselves. We need to learn that, for you can help us now but not later.
- 38 T. Have you other hints to add?
- 39 C. We should not get little details; get large ones, outstanding points. (Digression and repetition occur as these points are being noted on the board.)
- 40 C. After awhile an organization may be dropped for another.
- 41 T. That is a new point, is it not?
- 42 C. Learn to find for yourself the important things to think about.
- 43 C. Compare new with old.
- 44 T. What have you learned about references?
- 45 C. Finding them is like assigning our own lessons.
- 46 C. We should find references for ourselves. (Twenty-five word discussion of need of this.)
- 47 C. You could look in index for facts you needed.
- 48 C. If you had book with chapters and did not want to look in index, you could remember dates and turn to that part of book.
- 49 C. What parts of books are you then suggesting that we use?
- 50 C. Index, contents and dates.
- 51 C. You might remember where you had read about it before.
- 52 T. What questions has our study of the Klan raised? Any big question about our country?
- 53 C. The Klan may be trying to run our government. The most important question is in regard to the government.

- 54 T. Can you get a question?
- 55 C. I think question is mixed up with the trouble in Oklahoma. The government is on one side.
- 56 C. It is whether the state should be ruled by Klan or government.
- 57 T. Just what do you think the big question is?
- 58 C. They are having troubles over the elections.
- 59 T. State your point about elections.
- 60 C. Question is whether or not people as members of the Klan will follow order of Klan or do as they want to. (Child rambles on.)
- 61 T. (writing) You are getting one good question here.
- 62 C. Why is this an important question? (aside.)
- 63 T. Why is it an important question, class?
- 64 C. It is important because happening now. Some people are having to do what Klan says.
- 65 T. Then your big question now would be?
- 66 C. Should citizens be free to obey the . . . free to do what they think right?
- 67 C. Must think for themselves. (Teacher writes "after thought" at end of previous question.)
(Digression on Klan for fifty words.)
- 68 C. So many organizations are trying to control. . . . It seems as though all states will be like that.
- 69 T. You are working at big questions our country is facing.
- 70 C. They should not organize so that one citizen has not as much right as another.
- 71 T. Can you give any reason for believing that?
- 72 C. If one owns land, one has rights in voting.
- 73 C. It's a free government.
- 74 C. It's supposed to be.
- 75 C. Because Constitution says so.
- 76 T. Just what is your whole idea here?
- 77 C. The government gives right. (Teacher writes "How has government.")
- 78 T. How complete it?
- 79 C. Won freedom for us? (Child is completing question begun by teacher.)
- 80 T. Has this always been so? Do Americans think that they have always had freedom? Will we always have freedom? We have been watching a number of forces creating distrust in our country.
- 81 C. Our armies won the freedom for us?
- 82 C. If we do not think for ourselves these large groups (Children had considered monopoly, boss control, unions very briefly in comparison with Klan) will draw all under their power.
- 83 T. You are starting another question there. What is it?
- 84 C. How do organizations affect our freedom? . . . (Digression for twenty-five words.)
- 85 T. Has freedom been won and just handed out to us?
- 86 C. No, I suppose we have to work to keep it and work to make it grow, too.

- 87 T. (writes) How can we keep and increase our
88 C. (finishing teacher's question) Freedom.
(Other suggested ways of completing questions given below.)
89 C. Justice and independence?
90 C. Democratic. No, our constitutional rights. (Teacher writes.)
91 C. Can we keep them by fighting organizations?
92 T. May we not again find that there are many sides to the questions?
May these large organizations not be helping also? Do these questions satisfy you?
93 C. We have been changing our question.
94 C. But I copied the first.
95 T. That is the way with thinking, though. It will not stay finished.
(Discussion of Oklahoma situation for fifty words.)
96 C. It did not have much to do with any other place than Oklahoma.
97 C. Might have an effect on the whole government.
98 T. How?
99 C. Question of whether a group can go against law and constitution.
(Fifty words in discussion of legislative situation in Oklahoma.)
100 T. We must get our question for next time divided. Where will we start?
101 C. With the Constitution.
102 T. What was the Constitution to begin with?
103 C. Does that cover way back when they came over? Don't you think we will have to go back to the first . . . freedom of religion and so forth? Then work up to Constitution—they had a war.
104 T. (writes) How did they win right to make a constitution? How did they get the idea of a written constitution? Does that go back far enough to satisfy you?
105 C. Don't we want to know why they wanted to make a constitution?
106 T. Yes.
107 C. Why did they think they needed it?
108 C. That is not all of the question is it?
109 T. It may grow as we study it. (Bell rings.) Keep record or answers you find under each question.
(Children meet teacher in hall and talk over their difficulties.)
110 T. Open your notebooks to what you have written in answer to your questions. Some of you have told me that you just don't know how to go about this work. What is the difficulty do you think? (Silence.) Suppose we break up our questions into smaller ones. What was the first question?
111 C. First question was, Why did America want a constitution? America was having many troubles at that time. There was need of a constitution. I looked in index . . .
112 C. America was becoming an anarchy. They had to have an army to enforce the law, and order for all.
113 T. What are your suggestions for questions? (Teacher goes to board and enters into outline as they make suggestions.)
114 C. Did the states unite?

- 115 T. How did it begin, do you think?
- 116 C. I have an idea. They had Articles of Confederation.
- 117 C. There was a meeting of a Constitutional Convention.
- 118 T. Why that kind of a meeting?
- 119 C. The states would not obey law and that Constitutional meeting would help. Virginia had a constitutional government so she suggested it to the rest.
- 120 T. What ideas had Virginia gotten from her colonial experiences . . . ? What other questions?
- 121 C. Couldn't we say to look up reconstruction period of war?
- 122 T. After what war?
- 123 C. Revolutionary? Civil War, wasn't it?
- 124 C. You could not say reconstruction period after the Revolution.
- 125 T. Why not? Why did you become doubtful and change it to Civil War?
- 126 C. That reconstruction period seemed more important.
- 127 C. More reconstruction.
- 128 T. Yes . . .
(writes) What were Americans learning from reconstruction after the Revolutionary War?
Shall I put a capital on reconstruction?
- 129 C. No. Always have a reconstruction after a war.
- 130 T. Has someone another suggestion?
- 131 C. Might look up the three divisions of government?
- 132 C. What were their reasons for making a government? . . . constitution?
- 133 C. Why did they start it?
- 134 T. Where do those questions come in our outline?
- 135 C. Put them under What was form of constitution at first?
- 136 C. Where did they get the ideas? Who suggested them?
- 137 T. What more was involved?
- 138 C. Why was the constitution finally accepted?
- 139 T. Did you,—have a fifth question?
- 140 C. What changes were made?
- 141 C. How did constitution help the people?
- 142 C. Under "whom" on the board, we could ask "why."
- 143 T. Haven't we that? Under question three, what would come?
- 144 C. Way we voted on the constitution. States voting on it.
- 145 C. How was constitutional convention elected?
- 146 C. Stamp Act. (After teacher suggested using books.)
- 147 T. Do you see a connection there, or are you merely repeating a topic?
- 148 C. The way the people did helped.
- 149 T. Do you mean, How did the bravery of the colonists help?
- 150 C. Yes.
- 151 C. Subject of taxation should come in somewhere.
- 152 C. (thoughtfully) How did they get ideas? Some were satisfied and some not.

- 153 C. That goes way back before the Revolutionary War. They weren't satisfied with their government.
- 154 T. What question now are you trying to answer?
- 155 C. How did they start the constitution?
- 156 C. Yes, I think a subhead would be How did they go about it, and then question on bravery, and then the one on war.
- 157 C. Questions must come back to when they first settled. They came for freedom and so wanted a constitution.
- 158 C. I think that is the answer.
- 159 T. Make question.
- 160 C. How did coming of first settlers affect their freedom? Their ideas? their government?
- 161 C. How did it give them a right to freedom . . . or to make their own government?
- 162 T. Any other suggestions here?
- 163 C. Would England's ordering soldiers to go into houses be under three?
- 164 C. And when went into homes and took property?
- 165 T. I suppose before people form constitutions and think of political rights, they must have homes.
- 166 C. Yes, and industries.
(Teacher writes, How did they win right to free government by establishing homes and industries?)
- 167 C. That would be building up the country.
- 168 T. Yes, it had to be strong, did it not?
- 169 C. (musingly) If they had not built up the country they would not have had any place to live, and could not live on constitution even if united.
- 170 T. That might be an important phase, though. (Writes) How did their uniting give them a chance? How are we studying now?
- 171 C. Finding out what we know by our asking questions.
- 172 C. When studying, we have to have questions. We have an idea; then make question and study more.
- 173 T. Good, idea sets you thinking. You can start with a first idea and see what further you can find. Let us trace through our ideas now, and see if we can ask each other good questions.
- 174 C. When war came up and arms were needed and states were not united, they had to ask each state if it wanted to give soldiers.
- 175 C. Looks like to me, when people first came over they would want to unite.
- 176 T. Put into question form and we will investigate.
- 177 C. There was the Mayflower Compact. They elected a leader. How did the earliest colonies found a government?
- 178 T. Another question.
- 179 C. How would a constitution make stronger colonies?
- 180 C. Some united in little villages; when Indians troubled them they had to come together and agree.
- 181 C. Even the Indians were united.
- 182 T. We did not begin the idea of a constitution, then?

- 183 C. We wanted to have laws every one would want to obey. . . .
- 184 C. Wanted democracy.
- 185 T. What connections did they want to get through government?
- 186 C. In the old country, Pilgrims united in a band before they went to Holland.
- 187 T. Had the colonists had any valuable experiences in getting together?
- 188 C. Churches were organized. Lords had people under them. In Europe they formed certain organizations. They formed different guilds.
- 189 T. Any other attempts at getting together? Do you remember anything about King John for instance?
- 190 C. Charter. (doubtfully) Magna Carta.
- 191 T. Yes, the great charter. How about Cromwell?
- 192 C. Never heard of him. Who was he?
- 193 T. It might be interesting in this connection to find out.
- 194 C. In monasteries, the monks had learned to work together.
- 195 T. Anything further to suggest to-day?
- 196 C. The question, Where did they get the ideas, certainly takes us back to Europe.
- 197 C. Is that all we are going to put under that question?
- 198 T. Why I don't know. Would you like to put something more now?
Do you notice, boys and girls, we have so far only put down questions to help us to begin studying. How do you propose to study them?
- 199 C. Use books and notebooks.
- 200 C. Begin at one and study all.
- 201 C. Take one question for one day.
- 202 T. But is the number of days the important thing now?
- 203 C. We must know what we are going to do next.
- 204 T. Yes, what is your next assignment?
- 205 C. Know lesson.
- 206 T. Rather vague. What are you going to expect yourself to know in that case? If we did not come to class, but you studied alone, what would you do?
- 207 C. Write out the lesson. Study some at home.
- 208 C. We would take down little things and see if we can answer little questions under the large questions.
- 209 T. You can do that. Put small questions under each and find the answers.
- 210 C. What are you going to do?
- 211 T. I am going to sit in the back of the room and see what you can do, as soon as I find that you do not need me.
.
- 212 T. What has class planned and done for to-day?
- 213 C. Found answers to some of questions on board.
- 214 C. I wrote answers to some.
- 215 C. You told us to think of what we should do
- 216 T. And what are the suggestions?
- 217 C. Learn something more about it. I could not find anything in my history.

- 218 T. We must learn how to find material then.
- 219 C. We might write an outline together to-day and take the best from all.
- 220 C. Yes, make an outline like we did before on the board.
- 221 T. Sentence outline you mean? How could we show which were the most important parts?
- 222 C. Look in several of the books.
- 223 T. I meant how could we show it in the outline on the board?
- 224 C. Show those bigger on the board by the way you put them; by numbers too.
- 225 T. Yes, by arrangement and numbering. How else shall we work?
- 226 C. With a teacher?
- 227 T. With or without.
- 228 C. Ask questions.
- 229 C. (aside) One said, ask questions. We would not sit down and ask each other questions.
- 230 T. (smiling and in a stage whisper) Don't you think it might do you good? (aloud) How shall we conduct the class to-day?
- 231 C. Report what we have learned.
- 232 T. . . . What more could you do in helping each other to study?
- 233 C. We should not only give reports but discuss them.
- 234 C. Each one should ask others questions.
- 235 T. Ask reporters questions.
- 236 C. No, reporter ask questions.
- 237 C. Both.
- 238 C. I think we ought to have some kind of copy made so we would know how to go on with next day's lesson.
- 239 T. Good suggestion. Anything further?
- 240 C. Ask reporter questions. Reporter may ask us questions. If time, think out what next day's lesson should be.
- 241 C. Find answers to some of your questions. Don't bring them all in unanswered.
- 242 C. If one who has report could put outline on the board, it would help.
- 243 T. Do what you can besides talking, is a good idea.
- 244 C. Could make a play.
- 245 C. I don't see how we could.
- 246 C. Might show pictures, too.
- 247 C. It would be nice for everyone to write report at home, have a notebook here; if it is good, put it in.
- 248 C. Put outline on board at first; then let next put on when most there.
- 249 C. I mean to use outline to keep in order.
- 250 C. You want us to bring in outline for next time?
- 251 T. Do you want to do it?
- 252 C. I don't know. I know that I myself would not.
- 253 T. Try it this way in deciding, . . . What do you want others to do for you on their topics.

- 254 C. If we come across an article that is good for another's report, we might bring it to the other person, for one can't find everything.
- 255 C. There is something else. Some say what is not true. What can you do?
- 256 C. We can't be positive all is true.
- 257 T. What can we do about it then?
- 258 C. Say that it is not positive.
- 259 T. I hear you are having a lot of trouble finding answers to your questions in your books. Suppose we use our time to-day to study together. Don't be discouraged. It is different from reading the pages you are told to read, is it not? Look at your questions now. How shall we start on first question?
- 260 C. Work on subheads first.
- 261 T. Who had 1 (a)? Did you find anything on yours? Where did you look?
- 262 C. In the chapter on the Revolution.
- 263 T. What does "at the time" in that question mean?
- 264 C. At the close of the Revolution. Would not that make it much the same as the question on the reconstruction?
- 265 T. Many of the questions do overlap. . . . 1(b). What part of book did you use?
- 266 C. First part. By looking up words in index, and chapter on life in the colonies.
- 267 T. What difference between 1(a) and 1(b).
- 268 C. Not much.
- 269 T. Yes, but what difference?
- 270 C. One is to give difficulties and the other the suggestions.
- 271 T. Now turn to all the questions.
- 272 C. I haven't all.
- 273 T. We can't study this very well without seeing things in relationship. What were the big questions? What the subheads? What are some of our troubles this time?
- 274 C. How to find material.
How to understand material found.
- 275 C. How to get it down for others.
- 276 T. Well, we will get to all the difficulties before long. . . . , tell us how you set about answering your question.
- 277 C. I thought about difficulties, so I looked for the weakness of the article first. I looked through the chapter on the Constitution. (Teacher is following her book.)
- 278 T. Have you all books, too? She seems to be helping me instead of you.
- 279 C. Shall I tell the page?
- 280 T. No, let us try to find it as you talk.
- 281 C. That is a large chapter, so I can tell it is a big topic.
- 282 C. I can't find it.
- 283 T. Look in Contents first; then turn to the page.

- 284 C. Then look under paragraph "weakness of articles."
 285 T. How did you know to look there?
 286 C. Well, I knew that they had Articles and that there were troubles over them. Under this it has number of pages in a kind of outline. That is the key for looking through the chapter. The picture under which you find "Washington was indignant because asked to be King" helps because that was one trouble, whether to have a king or a president.
 287 T. What did you do next?
 288 C. I knew that at the end of the Revolution there was much worthless money, so I looked at the condition of the industries.
 289 T. But first, did you find anything interesting in this chapter you have had us turn to?
 290 C. Oh yes, it tells of the growing discontent with the government.
 291 C. I then looked up the industries. I imagined I would find them different in the different periods.
 292 T. Where did you look for that?
 293 C. In the list of chapters. Here it says, "Condition, life, liberty."
 294 T. Did you find that those paragraphs wholly settled the question?
 295 C. No, I was looking on.
 296 T. You seem to be dividing your question into distinct parts. Can anyone give a suggestion that will help her further?
 297 T. I think she has done well. She has shown most of us how we may begin work on our parts.
 298 C. In room . . . is a whole book about the colonies during the Revolution.
 299 C. Look on page
 C. And on page
 300 C. You do not always find what you want in this book.
 301 T. Then what will you do?
 302 C. Use other books.
 303 T. Here is a paragraph that will give you just what you are wanting I think. (reads)
 304 C. Most all of these questions help answer the others, if you study them fully.
 305 T. Let's see how quickly we can find a reference to-day. Topic is Weakness of the Confederation. Put up your hand soon as found. (To child leafing aimlessly.) Where would you look? (To child looking in back of book.) Where is the table of contents? Now class, you have the chapter, find the paragraph on "weaknesses." Now the reference on "Dissatisfaction with the Government." Third, find "Conditions of industries at close of Revolution." Oh no, don't leave out one there! Each find every reference. Now take the history text; open to the first. We will try another way to find facts. What has this book to help us on the whole question we are working on. Anything in first chapter?
 306 C. Yes, but just which questions?

- 307 C. It helped me on the eighth one.
C.
- 308 T. Look at second chapter. Does it fit in? (Silence.) Try it with 3a.
- 309 C. Yes, for we wanted to know of the experiences the earlier settlers had. . . . There were difficulties met. . . . They learned to be brave.
- 310 T. Now chapter three.
- 311 C. Helps on 1(e).
- 312 T. Any particular parts?
- 313 C. Mayflower Compact. Troubles with Indians.
- 314 C. The accounts there of efforts at uniting would help on 1(h).
- 315 C. There is help on the question, "What conditions in Europe lead to colonization." (Digression.)
- 316 T. How would Chapter 4 help?
- 317 C. They were beginning to unite in the new country. Wouldn't it answer, "how did earliest colonies find agreement necessary"?
- 318 C. The third chapter helps 2(d). They got ideas from the Mayflower pact.
- 319 T. Ah, but you are behind the times, that was given earlier.
- 320 C. On page 70, gives how they were united before coming to America. . . .
- 321 T. Look at Chapter 5, but don't answer until called on. (Calls on those who have not been answering.)
- 322 C. That chapter tells about France starting to explore and settle, shows how they started industries, fishing, . . .
- 323 T. What more in chapter?
- 324 C. They started building cities.
- 325 T. How can you tell?
- 326 Co. I just read headlines.
- 327 C. He doesn't look far enough into the chapter.
- 328 C. The chapter is divided into four points.
- 329 T. Can you find them? What are the big headings? Now! you are finding them. Good! This must be speedy work, class. Hands up if you don't find what we talk about.
- 330 C. I know a quicker way to find what is in the chapter.
- 331 T. How?
- 332 C. Look at the top of the chapter.
- 333 T. What kind of differences did you notice in print?
- 334 C. Heavier type.
- 335 T. What do you think the whole chapter treats of?
- 336 C. Of the French and English attempting to build up this country and of industries with other countries.
- 337 T. I think that you have left out the most important word—the key-note.
- 338 C. Struggle.
- 339 T. What does it mean?
C. Shows they had a hard time.
- 340 T. What was the struggle over?

- 341 C. Different powers or nations in Europe wanted control.
342 T. Express the topic of the chapter in your own words.
343 C. What a hard time Europe had in settling North America.
344 T. Try again.
345 C. How England struggled with other countries in building up our country.
346 T. How will this help the topic we are considering? What is our topic? (C . . .) Yes, but what particular phase of it? (C . . .) How then will this help? (C . . .) Yes, but how does that help us in our search?
347 C. The people had to win a chance to make a government for themselves.
348 C. They were ready to fight for what they wanted.
349 C. They learned to get together and to organize in these wars.
(Children are helped for several hours individually on finding references and understanding them.)
350 T. What have we been trying to do
351 C. Learn how to study.
352 T. Yes, but what is the subject we are working on?
353 C. How did American people win a chance to have a constitution?
354 T. Yes, and we divided it into three questions.
355 C. Why did they want it? Where did they get the ideas they put into it? How did they win the right?
356 T. When we discussed it, we found that the questions took us way back. Shall we make the reports?
357 C. I went back to the Hebrews, Greeks, and Romans.
358 C. Excuse me, but won't you please come to the front so we can hear you better?
359 C. The Hebrews made laws for themselves. Greeks wanted freedom.
360 T. Anything further on this topic?
361 C. Romans started first system of laws.
362 T. They had an organized government.
363 C. They made them obey laws.
(Other similar attempts follow.)
364 T. Our reports are not full enough for us, are they, boys and girls? Suppose we use this list which I have made of topics you have mentioned but not explained well to the rest of us. May we have volunteers for the parts you have begun on. . . . Then let me see your references and I will add others for you. Do not forget your main question. Show us what your topic has to do with it. What is it that you must be careful to get this time?
365 C. More definite facts.
(After hours of study children still give very halting reports. Teacher and class study topic with each reporter until a brief summary paragraph from each report can be added to a growing class outline. Typical discussion follows.)
366 T. Let us try to get the thread of our story. You were speaking of the New England Confederation.

- 367 C. Let us go a little further back. I found that the towns of Connecticut united earlier.
- 368 C. I have that it was in 1635. They called the articles the Fundamental Orders.
- 369 C. They spoke of them as the first written constitution.
- 370 T. Why were they called so?
- 371 C. They were the first on the land. (Had before spoken of Mayflower Compact as made on boat.)
- 372 C. But I thought it happened in 1639.
- 373 T. Finish this other question first.
- 374 C. The Orders joined many settlements.
- 375 C. This was more than earlier agreements.
- 376 C. Affected more than those in one town.
- 377 C. Provided for enforcing.
- 378 C. Is a constitution a guide?
(Child explains at length.)
- 379 C. This book says agreement was made in 1639.
- 380 C. That was another state. . . .
- 381 C. Yes, but my book says 1636 for this.
- 382 C. 1639 in this text.
(Teacher explains possible differences in dates, gives other examples.)
- 383 T. What is your conclusion about this constitution?
- 384 C. This constitution helped make more of a colony. Scattered settlements at first, now organized into a group. . . . That is the same as a union.
- 385 T. Suppose we begin reports together now.
- 386 C. The New England Confederation was not formed only against dependence.
(Child reads part showing this.)
- 387 T. (continuing outline on board) What add then?
- 388 C. Indians, French, Dutch.
- 389 T. Were they united to fight French, and Dutch?
- 390 C. No.
- 391 T. What should we say, then, here in our outline?
- 392 C. United to keep them from taking their land.
- 393 T. Another reason they did come together was to have form of government to go by. Each had control of own affair but sent 2 commissioners to federation. It was a form of government for the colonies.
- 394 C. This was during Cromwell's reign. They had to have government of their own.
- 395 C. Wouldn't they want to educate children?
- 396 T. Does that come in here?
- 397 C. They kind of formed that don't you know . . . to raise . . . to get soldiers for Dutch War.
- 398 C. It made colonies improve.
- 399 T. How?

- 400 C. They decided they could be taxed. Yes, they taxed themselves for carrying on this.
- 401 T. Let's go on to French and Albany plan of union.
- 402 C. I have something on Albany plan of union. England was afraid French would join with Indians against them. England talked it over and wanted them all to join. They tried to get Indians to join with them. Then Franklin's plan came in. (Reads with regard to plan.)
- 403 T. When? Who?
- 404 C. 1754. Seven commissioners. (Teacher writes.)
- 405 T. Did they treat with the French? (Children seek to prove from books.)
- 406 T. Interesting to notice why this plan of Franklin's not accepted either in England or America.
- 407 C. I know, in England they were afraid colonies would get big headed.
- 408 T. How would you word that better?
- 409 C. Learn too much to depend on themselves.
(Teacher explains further why America and England did not like plan.)
- 410 C. Although they dropped plan they realized they needed some kind of union.
(Tells of flag with snake in 13 pieces. (Picture of this flag shown.)
- 411 C. In 1775 Colonies sent representatives to a Stamp Act Congress. Then Colony passed certain resolutions about rights which could not be taken from them by England. Colonies showed Great Britain they could not be taxed by Great Britain, said they were too far away.
- 412 T. What did it do for colonies?
- 413 T. What then did we find was the next step after the Committees of Correspondence?
- 414 C. Continental Congress.
- 415 T. Who proposed it?
- 416 C. Massachusetts and Virginia.
- 417 C. It met in Carpenter's Hall.
- 418 T. What did they do in this Congress?
- 419 C. Repealed Stamp Act.
- 420 T. No! No!
- 421 C. They said that after November, they would not import English goods. They tried to get back rights.
- 422 T. How?
- 423 C. Had a tea party. (Class laughs.)
- 424 C. They sent a bill of rights. They sent messages to Canada and to the English people. They invited Canada to side with them.
- 425 T. Can you show your authority for that last statement?
- 426 C. Yes, here it is.
- 427 C. They did not want a standing army.
- 428 T. What was the next step?
- 429 C. Second Continental Congress.

- 430 T. Before that? . . . The people were organizing. Look up these:
Mecklenburg Resolutions, Minute Men, Committees of Safety.
(Child begins reading about Mecklenburg Resolutions.)
- 431 T. Look through it and find the most important thought for us.
- 432 C. I have it. . . .
- 433 T. Why is this an important thought for us?
- 434 C. It was the first time they had wanted to be independent.
- 435 C. How could a little colony be independent? (Class discusses colonial conditions, and also the difference in wishing to be and being.)
- 436 C. We are bringing up the idea here that perhaps the Declaration of Independence was not a sudden idea.
.
- 437 C. Did you know there were so many questions in this? Did you expect us to get into all of this when we started the question?
- 438 T. I knew there was a great deal to be found. What kind of questions have you found good to ask?
- 439 C. That can't be answered in one word. They must. . . . (child hesitates).
- 440 T. Require what?
- 441 C. Thinking. . . .
- 442 C. They must be definite and clear.
- 443 C. They must not be too long. . . . (referring to number of words.)
.
- 444 T. What should those who have gotten up their work do?
- 445 C. Take a vacation.
- 446 T. They have done more than they should?
- 447 C. No, we have done only what we should have.
- 448 T. What shall they then do?
- 449 C. Go on and let those who are behind catch up.
- 450 C. Let those who are still behind next week stay later and finish.
.
- 451 C. I want to talk some more about the Klan. I read another article about them.
- 452 T. But that is not in order now. Save it for another time. I am glad that you are following our discussions with more study for yourself.
.
- 453 T. Can you find in your books that that is true?
(Child reads passage.)
- 454 T. What do you conclude.
- 455 C. The meetings were held everywhere. . . .
- 456 C. It was not a sudden but a slow process. From that it lead to the Declaration of Independence.
.
- 457 C. Didn't they fight for their rights, not independence?
.
- 458 T. Let us see where we are. What is our big question?
- 459 C. Where did we get our ideas for the constitution?

- 460 C. How has America won for us the constitution?
461 T. But back of that investigation?
462 C. Should a citizen be free to think for himself?
463 C. . . . We could have said, What is our constitution to-day and how did we get it?
464 C. I don't see much connection.
465 C. Haven't we been off on something else?
466 T. Have we?
467 C. We have been studying government.
468 C. We've been finding out where the ideas came from.
469 C. We had to get the chance before we could make it. We had to have ideas to put into it, didn't we?
470 T. How shall we find out what we have accomplished.
471 C. Written test?
472 C. Oral test?
473 T. What should we know?
474 C. We have had period of exploration and colonization, Klan, and period before constitution was formed.
475 T. Well, what are you thinking about it? How will you show each other if you are ready to go on?
476 C. I would like a contest. Have sides.
477 C. You can tell us what to have.
478 T. Why, I am willing to accept the contest you suggest. How will you get your questions?
479 C. You make them. (Teacher smiles.)
480 C. We will ask all we can; then you finish.
481 T. Are you ready to be asked now?
482 C. Study notebooks first.
483 C. One side then will ask the questions and the other answer?
484 C. Grading should be on questions and answers.
485 C. Yes, for you must know it in order to ask good questions.
(Children start discussing details in groups.)
486 C. We'll have to go back to a written test, I guess.
487 T. Not necessarily. It will take more preparation, though, than some of you thought at first. Enough preparation should be made so that the contest will be interesting. If it goes too slowly we shall not enjoy it.
488 C. Will you check over our questions for us?
489 T. Yes, I will do that when you have done your best with them.
490 C. Can we look in book to make them?
491 T. Do you need to?
492 C. Can't we all write questions on separate slips of cardboard? Then if you miss one, keep it and study later.
(Discussion follows on number and quality of questions.)
493 T. Now, we are ready to talk of plans for studying the making of the constitution itself.
494 C. Study it as we have this first part.
495 C. I am tired. Let us change our way of studying awhile.

- 496 C. There is no chance, I suppose, to have a play.
 497 C. Yes there is. Why not?
 498 T. You might get your English teachers interested in your history play.
 499 C. But we want a Christmas play in our English class.
 500 C. I can remember things we dramatize. We would have to study the characters.
 501 T. How many would like to investigate this to see if there is a play in it? (All except one raise hands.) Can you represent the ideas of the men, too?
 502 T. What reports have we to-day?
 503 C. I learned that a constitution has value. Holds us together and provides for freedom.
- 504 T. We will take this whole period for study. Have you read chapter nine in your text? (Teacher gives source books to those who have.) Before we begin our individual study, let us say for what we are looking.
 (Teacher and children discuss and get following outline on board:
 I. Who were the important men in the making of the constitution?
 1. How did they look?
 2. What did they believe?
 3. What did they do?
 II. How was constitution formed?
 1. Setting—where? when?
 2. Members?
 3. How started? What speeches?
 4. Events?
 5. Making of constitution?
 (Play Convention held December 15)
- 505 T. I have a book here which I believe will help out on your difficulties. As I read, ask questions if you wish.
 506 C. I don't know what prodigious means. (Another explains.)
 507 C. I don't see what we are doing.
 508 C. We are trying to see if we have material for a play.
 509 T. But why am I reading with you?
 510 C. You are trying to show us how to study this, since we had trouble with it.
 511 T. What value is this I have just read?
 512 C. Explains the condition of the country at this time.
 513 T. We must know that in order to appreciate the thought and opinions of the men at the convention.
 514 C. I saw a cartoon illustrating this same thought. . . . You need to be grouped together to accomplish much.
 515 C. But you stay off to yourself.
 516 C. I can study better by myself.
 517 T. There is a difference. Are you talking now about being near physically or mentally?

- 518 C. Some of us stay away from the others. We do not keep up with the thoughts of the class.
- 519 T. She does not do that. (Teacher continues reading.)
- 520 C. It's hard sometimes to keep your mind on what you read. Last night I saw that with my history reading. I kept thinking of things that would happen to-day. You can read and read and not know what it is about.

PERIOD C

December and January

1. T. What shall we take up next?
2. C. I would like to go right on through.
3. C. We left the Klan unfinished. We did not have enough information. It is still going on.
4. C. I want to begin studying the World War. I know it is not next but I am interested in it.
5. C. I thought we were going to finish the constitution, that is, have our little play.
6. T. So we shall, but that will take committee work and, in the meantime, we'll want our class work to go on.
7. C. What is going to happen after they get the constitution written is what I want to study.
8. C. Yes, we would get mixed up if we skipped, and we might have to come back to this anyway.
9. C. Are we going to have another war?
10. T. Three questions then are before us:
 - (1) How did the nation go on after getting a constitution?
 - (2) World War.
 - (3) Are we going to have another war?I am willing for you to begin on any one.
11. C. Last two go together. (Vote: ten for first, six for second, none for third.)
12. C. Third included in the second.
13. T. How shall we study this?
14. C. Take a chapter and go on.
15. C. I get more when we have topics.
16. C. I would rather take it chapter by chapter.
17. C. I would like for each to read chapter, and then make questions in class.
18. T. Begin with a chapter, I suppose.
19. C. I think it would be nice for each one to take a chapter or two.
20. C. Or all take the same chapter. Make an outline.
21. T. What is it that we wish to find out? Thinking about this would help us to decide between all these suggestions.
22. C. We want to see how the nation goes on.
23. T. Did the states continue to disagree might be a question. Did the nation get on well with other nations? What else?
24. C. Did we have to change the constitution?
25. C. Why can't we go on having the same men and studying them?

- 26 C. That would help us to learn more about them.
- 27 C. The third chapter in our book is the War of 1812 and other men come in then.
- 28 T. We might find what the men who helped on the constitution did later and what men took their places.
- 29 C. It's most interesting to think of history as a story.
- 30 T. Any other question that you wish to suggest to the class?
- 31 C. How did these men compare?
- 32 C. Were people satisfied with this government?
- 33 C. Did the constitution bring more faith in us from foreign nations?
- 34 T. Now what shall we do?
- 35 C. Why not all of us look over a chapter and find the men mentioned; next find answers to our questions and remodel them.
- 36 T. Perhaps we should limit them to some period.
- 37 C. Chapters. . . .
- 38 T. I wonder if chapters necessarily divide into periods.
- 39 C. Centuries?
- 40 T. Do years make periods?
- 41 T. What would you call the period?
- 42 C. It might be expansion.
- 43 T. How did it expand?
- 44 C. In land.
- 45 C. In ideas.
- 46 C. In troubles.
- 47 T. What kind of troubles?
- 48 C. Might call them government troubles.
- 49 T. We seem to know something of what we shall find in the period but how will you choose your materials?
- 50 C. Chapters. . . .
- 51 T. Are you not guessing?
- 52 C. Grouping of chapters on page—is the best way to work now.
(They investigate the suggestion.)
- 53 C. There is something else that will help us. At the end of each chapter is a review outline. No, not at end of each chapter but after groups of chapters.
- 54 T. Where?
- 55 C. Page—. Another was on page—.
- 56 T. We could have used that, could we not?
- 57 C. You must have been waiting for us to find it.
- 58 T. There are other good helps in your books.
- 59 C. I have found another—questions and problems by the authors.
- 60 C. And if you can answer those, you will know the chapter.
.
- 61 T. What is the big question we are beginning on now?
- 62 C. What was the next step in connection. . . . (Stumbles.)
- 63 T. Think it out, then start again.
- 64 C. How did the United States carry on affairs after adopting the constitution?

- 65 T. And I believe we decided to watch certain lines. What were they?
- 66 C. Right ideas, men, business.
- 67 T. Did we not use a larger term than business?
- 68 C. Events.
- 69 T. We found the three going along together. We were to plan our questions. Did you find any to add?
- 70 C. Where did the men come from?
- 71 C. We found that they represented certain ideas.
- 72 C. It may not be a man representing a state. . . . He may be important otherwise in the state.
- 73 C. I did not mean representing in any kind of convention.
- 74 T. Any other questions?
- 75 C. What political party did each belong to?
- 76 C. How did ideas compare?
.
- 77 C. Well, do these men show their own ideas or the ideas of the people?
- 78 C. Washington did both.
- 79 T. (To the child who had represented Hamilton) Did Hamilton represent the group?
- 80 C. Yes, but himself, too.
- 81 T. I suppose a man at a convention represents the people in a particular way. A man generally stands both for himself and his nation in the way he lives.
- 82 C. He represents too not only in voting but in getting the people to follow ideas that he suggests.
.
- 83 T. What ideas were growing?
- 84 C. They talked about who should have power in the nation.
- 85 T. Yes, that was a thought they discussed again and again.
- 86 C. As the people moved westward they asked it still more.
- 87 T. Have you additional questions there?
- 88 C. What should we do about new lands?
- 89 C. How independent should we be?
- 90 C. Should we be able to trade?
- 91 C. Should we have protection?
- 92 C. Why did we have the Monroe Doctrine?
- 93 C. How should war debts be paid?
- 94 C. But there were other debts. That is only a part.
- 95 C. There should be something asked about money.
- 96 C. There is much under that money question.
- 97 C. Should we have national banks?
- 98 C. How and where should banks be started?
- 99 C. Does there have to be gold or silver back of paper money, Miss——?
- 100 T. You are asking questions so fast I am sure we have neither heard them all nor gotten them down. But if you have plenty of them, that will not matter. Have you thought which events are to be considered under each question? (Ready response shows understand-

- ing of this.) You seem to have ideas and events clear. What do we begin discussing?
- 101 C. Events.
- 102 C. Men.
- 103 C. The three are all mixed up.
- 104 T. How start then?
Begin with ideas and fit men and events in.
- 105 T. How did we get a war debt?
- 106 C. We borrowed money from Holland, Spain, and France.
States borrowed money.
Money was borrowed by the United States from individuals.
- 107 T. Then there were three parts to our debt.
- 108 C. Some gave us money. . . . (Reads amounts of debts and gifts.)
- 109 C. May I tell . . . ?
- 110 T. But are these amounts important?
- 111 C. The idea of its being a big debt is important to remember.
- 112 T. What was Hamilton's plan?
- 113 C. Do you mean the bank?
- 114 T. I was thinking of his suggestions
- 115 C. He proposed that the United States issue certificates on debts owed by the United States.
- 116 C. I do not agree. He wanted the United States to take over all the debts, because he argued that
- 117 C. He wanted bank also. People opposed him because
- 118 T. Now wait a moment. Let's learn all about his plan before we get the objections.
- 119 C. One part of his plan was to gather in all the certificates. He would put these into new certificates, interest bearing, and he would issue other certificates.
- 120 C. This was called funding the debt.
- 121 C. The idea was also to tax foreign goods brought into the country.
- 122 T. Why?
- 123 C. To get money to pay the debt.
- 124 T. Any other reason?
- 125 C. Also England was sending in goods cheaper than we could make them.
We needed, therefore, to put charges on goods coming in.
- 126 T. What was it called?
- 127 C. Protective tariff.
- 128 T. Why did we want this protective tariff?
- 129 C. They laid *ad valorem* duty and specific duty.
- 130 T. You have just been studying those in your arithmetic lessons, have you not? But the question was in regard to the purpose.
- 131 C. People might have ordered goods from England and we would not have learned to make things.
- 132 T. We can't tell what might have happened, but you are making that last statement too strong. What was the whole of Hamilton's plan?

. No, stop a moment, think it all out thoroughly so that you can tell the whole without questions.

- 133 T. You wished to tell us of objections to the plan?
- 134 C. The people thought the union might have too much power if it did the paying.
- 135 C. The men who bought the first certificates had sold to other men and now if money were paid to those who held certificates it would not be fair.
- 136 T. Make that clearer.
- 137 C. Men had bought certificates at less value. Now they might get the full value instead of the men who had lent the money getting full value.
- 138 C. I don't see the connection.
- 139 T. Recall that Hamilton proposed paying full for outstanding certificates.
- 140 C. And the men who loaned the money in the beginning had paid full, but not those who now held the certificates. They would get more than they had paid.
- 141 C. Some thought it a good plan because it would straighten up the value of coins.
- 142 T. But if they gave one dollar certificates or coins for five dollar certificates, would not the coins be good coin?
- 143 C. Yes, but they had promised more.
- 144 T. Then the idea was to make good our promises, and our promises were in the form of certificates.
- 145 C. Jefferson and Madison disagreed on the bank. Jefferson said it would be unconstitutional to establish a bank; no power to incorporate. Madison suggested that the constitution could be changed. But Hamilton claimed that there was something in the constitution that would give the right.
- 146 T. Implied powers?
- 147 C. Yes, the right to promote the general welfare. Some twenty years later the question of implied powers came up again.
-
- 148 C. You can also trace parties back to these quarrels.
- 149 T. What parties are you thinking of?
- 150 C. Republicans and Democrats; but they have changed many times since.
- 151 T. What parties started at this time? What became of the arguments we talked about?
- 152 C. The arguments grew into party disagreements, Federalists were for strong central government, and anti-federalist were for state powers.
-
- 153 T. Who were the leaders?
(Teacher considers with children the sub-questions they have, and asks pupils to summarize in one paragraph for each big question studied from 1789 to 1813. Invites pupils to attend any of meetings

posted in which they are prepared to take parts.) Bulletins advertising the following meetings were posted:

1808 Citizen's Mass Meeting.

1811 Citizen's Mass Meeting.

1812 Delegates to Annapolis Convention will answer questions of citizens.

1813 Congressmen returned from session will answer questions.

1815 Perry, Jackson, and Scott Key will be guests. Veterans invited.

(Next day children immediately volunteer for parts and begin asking questions of teachers.)

154 T. How shall we find out what is being discussed?

155 C. These meetings were about the time of the War of 1812. We could turn to that part of book and find what was going on.

(Teacher at children's dictation lists events opposite each date given in notices. Discussions arise as to location of certain places. Pupils spontaneously begin tracing various movements on maps and locating places. Typical bits of work follow.)

156 C. (taking part of member of Congress) What shall I say, if they ask me how men and money will be secured?

157 T. What had power to decide?

158 C. Constitution.

159 T. Where will you find it?

160 C. Back of book.

161 T. Any part?

162 C. Appendix.

163 T. Here it is. I found it first.

164 C. (reading) "Power of Congress to appropriate money and raise army for two years at a time."

165 C. Does President have to read constitution?

166 T. Would he need to know what it says even more than we? Has he any helpers in finding out what directions the laws and the constitution give him?

167 C. Cabinet officers.

168 T. There is another group that helps him.

169 C. Judicial department.

170 T. Town meeting of 1808 is in order. What would probably happen first?

171 C. If they wished to carry on in a business way, they would have a chairman.

172 T. You are the townsmen.

(Many begin to nominate. One child steps to board and notes nominations. One moves that nominations cease. Votes are taken and the successful member takes the chair.)

173 Ch. We have come together to discuss the situation in our country. Those wishing to talk may.

174 C. Mr. Chairman, I am violently opposed to this Embargo Act. I have

two ships which were doing good business. Now they lie in port rotting. And my business which was good is ruined. Something must be done to start trade . . .

175 C. I, too, had a good business. I was rich, in fact. Now my wife and children are in want . . .

176 C. I was a sailor and did well. Now I can get no work. I must go to some other land to make a living for my little ones . . .

177 C. And this matter of imprisonment . . .

178 C. I had a brother on the boats. The English took him off the vessel. Where is he at work for them by now? . . .

179 C. They pay no attention to nationality. They take anyone . . .

180 T. Why do the men not show their papers?

181 C. They could not always get papers . . .

182 T. What is all this trouble about anyway? I can't understand it.

183 C. England is trying to make us . . . She is blockading us from French ports . . .

184 T. What right have they to force us . . .

185 C. They are using us as a plaything . . .

(Child begins discussing War of 1812.)

186 Ch. (excitedly) Wait a minute. You don't know that. This is 1811.

187 C. May I have a word in here? I don't like the way Napoleon is acting. What right . . .

188 C. He may have as much right to forbid trade as the United States. They are both absolutely wrong. Between them they are ruining the business of the merchants . . . (In such manner children also dramatized other meetings.)

189 T. What next?

190 C. We should find out more about the men.

191 T. I have an interesting way in mind if you will come knowing a lot about them.

(They number cards. Each reports on a man until classmates have guessed a name and entered it on cards in the proper space, checking at end to see who guessed correctly. Discussion of errors, and of reasons for some being so readily guessed.)

What now?

192 C. I still want World War. It would not fit in here but I am interested in it.

193 C. The next chapter would fit better.

194 C. Questions before the country at the time would be better still I think.

195 C. How did the West develop?

196 T. Did the West develop off to itself?

197 C. No. The whole of the United States was in it somehow, I suppose.

198 T. It could have developed in many ways.

199 C. Industrially.

200 C. In ideas, too.

201 C. Part of that might be politically.

202 C. Might carry those three lines through the administrations.

- 203 C. Many of the things we have been studying in these last chapters go on?
(Teacher shows by diagrams how lines of events extend across. Children offer illustrations.)
- 204 T. Yes, the industrial and political ideas kept on growing as you suggest.
- 205 C. Foreign relations could be followed. World War would then be taken up when we came to it instead of now.
- 206 C. Let's follow up through foreign relations next. (Vote is in favor.)
- 207 T. This morning I am the Associated Press Office. I wish to receive brief telephone reports from reporters sent out . . . and . . . (naming strong quick pupils who are inclined to do much talking) may make a record of all good reports received. Central office will show calendar. (Secretaries step to board; teacher writes 1803. Pupils in delighted surprise ask if they need extra books. Teacher silently hands extra books to strongest pupils. Pupils rise and report. Records made by secretaries corrected by teacher and pupils. Interesting incidents: While teacher is helping a backward child, incorrect information is sent in, another child challenges, first investigates and then reports correction. Child remarks to another "I beg your pardon but that event occurred in the following year." Disagreement in books over purchase price of land from Mexico raises question of reliable facts. Reports to be made next class hour. Discussion leads to map study.)
- 208 T. Have you any questions planned for our work? What was our main question decided upon a few weeks ago?
- 209 C. What were our relationships with foreign countries?
- 210 T. What countries ought we to consider?
(Children in turn mention some twenty-five countries, teacher challenging where ever she doubts their seeing any relationship.)
- 211 T. What questions would you ask with regard to England?
- 212 C. Give England and America's reasons for the War of 1812. What battles? What agreements?
- 213 T. Can't you come nearer to giving one question that will bring out the one point you find important now?
- 214 C. What are the main facts of the War of 1812?
- 215 C. What is the story of the War?
- 216 T. Are those what you really want with respect to this War?
- 217 C. No, it is reasons and results that are important in this.
- 218 C. What lead to the War of 1812 and what were the results?
- 219 T. Does that express what you need, class?
- 220 C. Yes.
- 221 T. Is this your first question on foreign affairs?
- 222 C. Depends on if we are to begin at the beginning of American relations.
- 223 C. How far back do you want us to go?
- 224 T. How far back should we go?
- 225 C. You have Greece on the board.

- 226 T. I placed there what the class suggested, for consideration. Do not accept what is unwise. (Suggestions are made by class.)
- 227 C. What were our relations with foreign nations after the Revolution? (Acceptance. They begin study of books to find what outstanding events were involved.)
- 228 C. We should consider the Louisiana Purchase under this question.
- 229 C. Let us not mix that in. That was a peaceable purchase. Trace separately.
- 230 C. Don't get wars and expansion too mixed. There is the Oregon movement, too.
- 231 T. Could you put this other then into one question?
- 232 C. What territory did we need?
- 233 T. But I thought it was relationship to other countries we were working on.
- 234 C. What purchase did we make peaceably from other countries?
- 235 C. Others are mixed up in the wars.
- 236 T. What was it you were intending to inquire about those events on the African Coast?
- 237 C. I can't find it in the book and I don't remember it clearly. How do you spell Tripoli? (Class tells her.)
- 238 T. What else might you call the states?
- 239 C. Barbary States or Mediterranean countries. (Class hunts, too.)
- 240 T. (Picking up the text) (I've found it. I beat you to it.) Oh no, you find it too. You've been over it once. What chapter that you have had might contain it?
- 241 C. We had something about troubles with foreign countries.
- 242 T. Yes, "Troublesome Foreign Affairs" is the exact heading.
- 243 C. (chuckles) Here it is mentioned under "Jefferson, a man of peace."
- 244 T. What question should we ask?
- 245 C. How were the pirates interfering?
- 246 C. Why were they interfering?
- 247 T. Is that the most important?
- 248 C. No. How was it stopped?
- 249 T. Well?
- 250 C. How were pirates of the Mediterranean stopped from interfering with our trade?
- 251 C. What steps were taken by the United States to help settle the Russian-Japanese War? But I can't find it in the book.
- 252 T. That's no reason for leaving it out.
- 253 C. (grins) We'll have to make it up.
- 254 T. Is your book the only one you have to-day?
- 255 C. We had some interesting dealings with Holland but I can't find them in the index.
- 256 T. You may not find it under Holland at all.
- 257 C. I also tried Dutch.

- 258 T. Have you tried "The Hague?" Or perhaps "arbitration" will give you what you are looking for. Can you think of another important word, probably a common noun? Or try another book first and come back to your own.
- 259 T. But if you read that in your book, do you need now to be looking for another?
- 260 C. Yes, for there is more in some books on certain topics.
- 261 C. And different ideas about it, too.
- 262 C. Our teachers are having this week for reviews and examinations in the college.
- 263 T. Do you think we also need the review? . . . How do you suggest? (Question contest readily planned.)
- 264 T. Shall we make the chart we talked of? I have the roll of paper needed now. What outstanding dates have we? First though, what big periods would you divide the review into?
- 265 C. Centuries.
- 266 C. Different periods of growth.
- 267 C. Find some important dates.
- 268 C. Yes, group others about these.
- 269 T. Could we not use all of these ideas? How?
- 270 C. Centuries and periods of growth could be at the top, and others underneath.
- 271 T. And the lines we are tracing to the left.
(Discussion follows on form and on periods studied.) What were the dates for the beginning of each period?
- 272 C. Important dates are given in the back of this book.
- 273 C. Text has dates at end of certain chapters but events are not given.
- 274 C. We have not shown industrial development.
- 275 T. No, there are political dates, wars, explorations . . .
- 276 C. Lower half of chart is still clear. Why not fill them in there?
- 277 T. Good, but let us wait until we know more about it.
- 278 T. I think we are guessing now. Let us hang sheets here and fill in when we can do better. We have evidently entered all the important dates we know.

PERIOD D

February

1. T. You have been asking to study the World War. We shall take that as our work next. You may work on it in any way you think best. What is it that you wish to know about the World War? I shall turn the class over to you to-morrow and we shall see how much good you can get out of it.
- 2 C. Good! That will be interesting.
- 3 T. You will plan for it, I hope, and make it good work.
- 4 C. May we have a study period?
- 5 T. That depends on your plan.
- 6 C. I have a good book at home. Will it be all right?
- 7 T. It might be a good idea to investigate if that writer knew what he was talking about. Not all we read about the war is so by any means.
- 8 C. I have a whole set of history books.
- 9 T. Very well. Be ready for next time with any of these materials.
- 10 C. May we make questions for the work?
- 11 T. Surely, if you wish. You may take the remaining few minutes to plan.
- 12 C. I don't know how to begin.
- 13 T. That is up to you this time. Forget it is a class. You are a group of boys and girls trying to find out what you wish to know about the War. Or, if you wish, think of yourselves as a group of citizens come together to investigate the war.
- 14 C. Will we have a teacher?
- 15 T. Will you always have a teacher when you need information?
- 16 C. We'll have to have someone to make our suggestions to, though. We'll ask you to come to the front and serve.
- 17 T. (laughing) Oh no! I'll promise to do anything I can for you if you are unable to do that thing for yourself.
(Bell rings.)
- 18 T. I understand that you are now in charge. (Seats herself in back of room.)
- 19 C. (clamor) Get up there someone to be chairman.
(Several start, one takes chair.)
- 20 C. Are we to get our questions now
- 21 C. I think we should get books, go through certain portions of war, and report what we find.
- 22 Ch. To-day I think we are to find how to study this. One acting as leader must study, too.
(New chairman is elected.)
- 23 Ch. Any suggestions on how you would like to handle this war?

- 24 C. I would like to ask a question. Is the chairman to write for us or be the teacher?
- 25 C. She is to talk too and to receive our remarks. We need a secretary, too.
- 26 Ch. All who think we need a secretary rise. (Carried. Nominations made. Election.)
- 27 C. We could behave ourselves, we don't need someone for that.
- 28 C. Shucks. She is not to keep order but to receive what we say.
- 29 C. We must get to work. We've wasted time.
- 30 C. Fifteen minutes.
- 31 C. I suggest ——'s plan again. Take some section and study it.
- 32 Ch. How study then?
- 33 C. Just go on, study to-day and report Tuesday. Study over week-end.
- 34 C. I move that we get up questions and give each one to study and report on.
- 35 C. Yes. I want main questions and subheads under them. (Motion lost.)
- 36 C. All must study whole, or we will lose part for some won't report correctly. We won't do anything studying this way.
- 37 Ch. Don't you think it best to take causes first? (Motion passed.)
- 38 C. Let's have some questions so we can see where we are going.
- 39 C. Make your own then.
- 40 Ch. Your question is: What were the causes?
- 41 C. Are we to study all the causes or those for America entering?
- 42 Ch. All the causes, I understand.
(Some have trouble in finding materials. All are industrious. One child who had insisted on questions is using those at the end of the chapter in her text in connection with other books.)
- 43 Ch. (Again takes chair.) How do you wish to work Tuesday?
- 44 C. Each one get up and tell all she knows.
- 45 C. Not fair, one will tell all.
- 46 C. I again move we get questions. (No second received this time. Closing bell rings.)
- 47 C. Each give one cause. (Agreed.)
(Class talking among themselves decide to ask teacher back.)
- 48 C. Won't you take class to-day? (Opening bell rings.)
- 49 Ch. Please, Miss ——, won't you start us off?
- 50 T. No, I think you are doing your part very nicely. I will make a few suggestions though. Now parliamentary rules . . . You talk at once.
- 51 Ch. Must you study first?
- 52 C. No.
- 53 C. No.
- 54 C. We decided last time to give the causes of the war, let's report.
- 55 C. I think we need to study first.
- 56 C. (indignant) I move that we begin right now to recite causes of the war. (Carried.)
- 57 C. Germany was not keeping the Monroe Doctrine . . .

- 58 C. Miss President, Germany wanted to be the greatest power in the world. She was building ships and preparing for war. Russia, too. . . .
- 59 C. One day the Austrian Archduke
- 60 C. Germany sank the Lusitania.
- 61 C. Are we getting anywhere? Why isn't the secretary at the board?
- 62 C. Get there! I wish Miss —— would take charge.
- 63 Ch. I am doing the best I know now. Let's see now if these are the facts so far. (Tries to summarize. Secretary helps her and writes. Many interruptions occur.)
- 64 C. We are all talking at once again.
- 65 C. I thought we were going around the class and give each one a chance.
- 66 Ch. You began holding up your hands, so I answered. (Continues giving causes.)
.
- 67 C. May I read this to class?
- 68 Ch. What do you say, Miss ——?
- 69 T. I shall leave that to your judgment. (Allowed by chairman.)
.
(Silence while secretary writes.)
- 70 C. Madam, aren't you going to call on someone? (Many are standing for recognition.)
- 71 Ch. Not until we get this point down correctly.
- 72 C. Germany troubled us through Mexico. (Chorus: "That is in No. 2, on the board.")
.
- 73 C. I make a motion that anyone may look in her book that wants to. I'm not getting anything now. (Carried.)
.
- 74 C. That could come under things they promised.
- 75 Ch. No, that is different.
- 76 C. Let's try saying it carefully then.
.
- 77 Ch. We have gotten all we can on this.
- 78 C. No.
- 79 Ch. Vote on it then. (Vote.) No's have it.
- 80 C. I want to get more points there under rules about ships.
.
- 81 C. America put an embargo act on Germany.
- 82 C. I think you are wrong about that. I read the same book. What the book said was that we could have done that. See here. (Reads.)
- 83 C. So, you see that we did not.
.
- 84 C. I move we go on. We have just been kind of debating since we decided on our question for to-morrow.
- 84a Ch. Did you mean then to study the whole war for to-morrow? (Aye's have it.)
- 85 C. I am opposed for I don't see how we can handle it that way.
- 86 C. I mean we should study what war was—between beginning and results.

- 87 C. Yes, I understand, but we can't get over the whole . . .
- 88 C. Are we going to study the battles?
- 89 C. If each one would contribute a question it would settle the difficulty.
- 90 C. Why not take the battles?
(Dissatisfaction is very evident.)
- 91 Ch. Question seems to be whether we should contribute questions to study next time.
(Vote yes or no. No's have it.)
- 92 T. Let the no's give their plan for handling the work.
- 93 C. Read all except results.
(Bells rings. Chairman shakes her head dubiously.)
(Chorus to teacher: "Please help us to-day.")
- 94 T. What is before us?
- 95 C. How to study it. Which side was Italy on? All about the war except causes and results.
- 96 T. Before we can do much with the first question we need to know what you are looking for. I await suggestions.
- 97 C. Dates, leaders, some of the details but not all, results.
- 98 T. Any other suggestions?
- 99 C. Yes, something more than history tells. How the soldiers were drafted in other countries. How they were treated. Some of the inventions we had, those of Germany.
- 100 C. Why each country joined. Which joined. (Pause.)
- 101 T. Well, are you going to let us sit here idle? I'm only your chairman.
- 102 C. What opinions did different countries have?
Has Germany paid her war debt?
- 103 C. What did the war accomplish? Did it affect commerce?
(Some fifty questions are given, until at end names are being listed.)
- 104 T. What are you doing now, class?
- 105 C. Wasting time.
- 106 T. We have then, I suppose, what we want to find out. How shall we go about it?
- 107 Ch. Yes, how shall we go on?
(Children all start remarking at once in previous strain.)
- 108 T. Order! I'll hear a motion.
- 109 C. I make a motion we study the war in sections.
- 110 T. No's have it.
- 111 C. I make a motion that we take certain questions or topics.
- 112 T. No's have it.
- 113 C. I move we just go through it.
- 114 C. I think we ought to read enough to know what we are talking about.
Study . . . I wish to add to motion . . .
- 115 T. Same thing, only expanded. It is moved that we begin war at beginning and study it step by step. . . . Motion carried.
- 116 C. Can't get much out of it.
- 117 C. (indignantly) Are we just going to start and read and read and read?
- 118 T. To build up the story, bit by bit, I understand is the wish of the

majority. Be ready. I shall be your chairman if you still want me.
Is the secretary to continue?

119 C. Yes. (Silence.)

120 C. We were to decide which side Italy was on.

121 C. How can we . . .

122 C. Question!

123 C. At first Italy joined Austria and Germany in the Triple Alliance.

124 T. Have we answered that question?

125 C. Yes. (Silence.)

126 T. Well! Have you gone to sleep?

127 C. I move we study assignment, get right into it. (Carried.)

128 C. I move we have fifteen minutes to-morrow to freshen our minds,
then give the account. (Carried.)

129 C. Aye's have it.

130 T. What shall we do with all this on the board?

131 C. Keep it for use.

132 T. I'll copy it for the secretary then, so that she may study, too.
(All settle to work most energetically.)

133 C. May I tell about Wilson?

134 T. No. You know we voted to tell the story in order. You may begin
though.

(Class is with difficulty held to the chronological order of facts, in
rapid contributions of points of interest for four days.)

135 T. I would like to talk with you of what you will do next. You have
almost completed the telling of the story.

136 C. It seems as though Belgium and France suffered worse. I move we
study results.

137 T. Have you done all you wanted to on the war itself?

138 C. There are many interesting little things that got left out. I'd suggest
such and the leaders.

139 C. I withdraw my motion on results. (Carried.)

140 T. How shall we carry out this suggestion?

141 C. All get material that they can enjoy. Make their own questions.

142 T. That is going to be indefinite again. Add as much interesting detail
as you can but each of you commit yourself to a definite part.

143 C. I move we report a definite topic for you to enter on a list.

144 T. I will post list form for you. I give the class into your charge again
to-morrow, chairman.

(With child in the chair, several days are given to results and to
special reports. Pupils ask teacher to lead class again. She withholds
decision.)

145 Ch. Take charge again, will you, Miss ——? We like it better.

146 T. Very well. What has been the good to you of what you have been
doing?

- 147 C. We learned that we had been leaning on you too much. That we must be less dependent.
- 148 C. We did try not to waste any of the time, didn't we?
- 149 T. Every last one of you claim that?
- 150 C. Some of us tried.
- 151 T. So you did. A few, though, lay down on the job, didn't they? What have you done?
- 152 C. We have been trying to find good ways to study.
- 153 C. The whole made us think harder in a way.
- 154 T. You handled the class very nicely. Where do we need most to patch our way of working?
- 155 C. Decide more definitely on what to take up.
- 156 C. We did not get down to facts enough.
- 157 C. We did not think enough either.
- 158 T. What do I do for you that you don't do for yourselves?
- 159 C. (laughing) You pull it out of us.
- 160 C. Yes, you ask questions and make us think.
- 161 T. Yes, I am always asking you questions. If they help, why not ask yourselves a few more when you study? And if questions help, why forget them as soon as they are asked?
Do you Americans want to ask yourself more questions about this war?
What ought an American boy and girl to know about the war?
(Following questions entered on board at children's dictation:
(1) How did we get into the war?
(2) How did America help other countries?
(3) What part did we take in the war?
(4) How did the war affect us while we were in it?
(5) What were the results to us after the war?)
- 162 T. What shall we do next?
- 163 C. Use these questions to review the war.
- 164 T. How?
- 165 C. I believe I know what you are thinking we need now. Write answers to our questions.
- 166 T. At least I don't think that you are making a poor suggestion. Shall we make it our assignment?
- 167 C. Write it when studying? That is, use books while writing?
- 168 T. Surely, use the writing to make your studying more exact. Organize what you get. To-morrow I will help you as you asked.
- 169 T. Will you place your work so that I may easily glance over it as I come around? . . . Some few of you again have not done your share. Get busy now and prepare as your classmates already have. I will wait five minutes before calling for the results on the first question. Use as few words as possible in the thoughts that you write. No, in five minutes you will not have time to ask me any questions. Silent work only.
- 170 T. Ready. ———, give us one reason why America entered the war.

(Children and teacher make sentence outline together. Remarks heard from teacher. More definite . . . More definite . . . How could you sum that up into one sentence? . . . Is that a point? . . . Too vague . . .

171 C. Make 1, 2, 5, on the board into *a*, *b*, *c*, under 1. Whole is matter of interfering with our neutrality.

172 T. What reasons have you for thinking your statement true?

173 C. That seems like merely a subhead to me.

174 C. Would not that be a larger head and include the preceding?

175 T. Are these really our reasons for getting into the war? When civilized nations go to war do they try to let their reasons be known?

176 C. They say why.

177 T. Who would make that statement for us?

178 C. President Wilson made a speech.

179 T. Some of you have already quoted bits of it . . . Ah, ——— has the whole of it. Suppose we read some of it. (They read and discuss together.)

180 T. What do you do while I write for you?

181 C. Think of more points.

182 C. Try to learn points in outline.

183 T. Both are good ideas.

184 T. Is that true? . . . That is not a complete idea . . . Those are details. Can we afford to include them? What are the three biggest points you can give under "How America helped other countries"? . . . Take those and fill in under them. I will help each of you in turn . . . Come back later if you like and I will help you.

185 C. Our worst trouble now is not being able to find material. Help us on that, please.

186 T. But this topic is well developed in your own text, let us try it together and see. Which page will you begin on?

187 C. On page ———.

188 T. No. Why not?

189 C. Not to the point. It is on next question rather.

190 T. I thought you were looking for the concrete things we did after we went into the war.

191 C. Then this paragraph on page ———.

192 T. What are the chief thoughts you find there?

193 C. I will tell.

194 T. Oh no, give her time to study. She wants to learn to find it for herself.

- But in the meantime, what are you finding on your part?
- 195 C. We were friends even to our foes in the time of need.
- 196 C. War brought a desire to get together
- 197 C. That feeling made us plan on a League of Nations.
- 198 C. And yet we are not in it?
- 199 C. Maybe we are too busy at home.
- 200 T. No. Evidently here is a topic that is interesting you. Shall we take it down as a new topic and keep it until we complete this work?
- 201 C. I would state it in this way: Did the feeling of coöperation and unselfishness which grew up during the war continue?
- 202 C. I thought it would be: Why don't we join the League, or shall we join the League?
- 203 T. Suppose you take paper and pencil to-day and see if you can get points down while we discuss. We shall go slowly. Our big question is: In what condition did the war leave us? Are you getting these points down? I do not see all of you writing. (Helps individuals to get theirs straight.) Now we can start even again.
- 204 T. Two big points in her remarks. Did you get them?
- 205 C. First was
- 206 C. Second was
- 207 C. Is that important?
- 208 C. These are not all equally important.
- 209 T. But probably you have not time to show all the differences now. You may have to organize later. But I am glad you are noticing differences. Are any of you trying to show these in the notes you are taking now?
(Child reads her main and her subheads.)
- 210 T. Good. I like to scatter big points, as I hear them, over a large sheet and then fill in smaller ideas.
- 211 C. What did she say? (A moment later.) What did she say?
- 212 T. What is the difficulty there?
- 213 C. (sitting beside the first) She is trying to write every word.
- 214 T. But a better way, dear, is to get the idea from the speaker and then put it down in your own words. Who will give her the last points made?
- 215 C. They will not let the Chinese enter.
- 216 T. But we can't discuss that now. Will you put it down for one of our future questions?
- 217 T. You have had help in some form now on all parts except
- 218 C. I think we had better do that to-day. The question is: What part did we take in the actual fighting?
- 219 T. Open books then. Find first the big, outstanding things. Then go

through the paragraphs carefully to see how you can make it clear to others. I shall help you individually later.

(Teacher is helping them to get the detailed thought in a paragraph.)

- 220 T. What three big points are made on how money was raised?
 221 C. I found four.
 222 T. Give them.
 223 C. (1) People taxed themselves.
 (2) Inheritances were taxed.
 (3) Organizations gave money.
 (4) Rich people gave money.
 224 T. Do you all agree with that? (Writes first two on board.)
 225 C. That is all one. Two is a part of one.
 (Teacher writes third and fourth points.)
 226 T. You would leave it so?
 227 C. (who gave outline) Yes.
 228 T. Do all agree?
 229 C. I think three and four are one point.
 230 T. Yes. People gave through organizations.
 231 C. I know a third. Government sold liberty bonds to get money to use.
 232 T. There are three points here then. What did I ask you to do?
 233 C. Find details.
 234 C. Oh no, it was to find *one* main thought.
 235 T. And we have three.
 236 C. We could say money was obtained from citizens for carrying on the work of the war.
 237 T. Yes, the three might go under that. What of the details?
 238 C. We could make them *a, b, c, d*, under these three.
 239 T. Suppose you were to give us a talk that would make this outline clear. Where would you begin?
 240 C. On IV. (Main point was so numbered in a series on the board.)
 241 T. Next you could give the three main points and then take up each in detail or you could word your sentences so as to show relationship throughout.
 Take a few minutes to study, then we shall try it.

(Pupils meet teacher in hall and request more help on material in text.)

- 242 T. Since you are asking further help on material in your text, I think to-day each of you may take a topic from your text and work out the big points and details under these on the board. Then you may make us a talk on your topic. What is the big question we all have?
 243 C. What did Americans do in the war?
 244 T. What do you understand that you are doing at the board to-day?
 245 C. Give what the United States did. Write it. Then what should we do?
 246 T. Prepare your talk so that you can give a good one after your board work is erased. But what is it you are to put on the board?

- 247 C. Thoughts about what we did in the war.
248 C. Big thoughts in sentences.
249 T. That is the point to understand now. Not composition. Not topics. Not questions. Sentences are what we want. As few words as possible. Big thought with smaller thoughts properly arranged underneath. I shall give a number and a paragraph topic to each of you as you pass to the board.
- 250 T. What is wrong with yours, ———?
251 C. Oh, I did put topic for main point.
252 T. I gave you each a Roman numeral. Opposite that you should have the one big thought that covers all you have to say.
253 C. I can't get all of mine on the space of board allowed me.
254 T. You need to reduce it to fewer words. Also, not so many thoughts that are put as chief.
255 C. Can't I put some of these down as questions? You see they are still going on. It expresses them better.
256 T. I see your point. It is well taken. But try to make statements this time. Modify them as much as you need to.
- 257 T. Time up . . . (Teacher begins reading first section slowly aloud.)
258 C. I think some of those subheads aren't large enough.
259 T. Which?
260 C. Number 7. Also 5.
261 T. (to writer) Do you think 2 was really a big reason?
262 C. Not now.
263 T. It was back of whole idea but not specific enough. Are all his points different?
264 C. Should combine 5 and 7. Put "sunk ships" under 1.
265 T. Oh no, you are not helping him now.
266 C. No, I see about the last. But 2 is the big heading for 5 and 7.
267 T. How about his last statement?
268 C. Same as the first. Not needed.
269 T. Glance through whole. What more does he need at this point?
(Gets all outlines corrected thus. Talks are then given under class criticism. Class intends to take up League on the day following the days spent on this.)
270 C. You will still teach us to-morrow won't you?
271 T. I will be chairman if you wish. That means that you do your own thinking and most of the talking. I'll do the writing on the board if you tell me what to write.

PERIOD E

March 1 to April 17

- 1 T. What was the question, ———, that you took down for us while we were studying the World War?
- 2 C. I wrote it:
 1. Shall the United States join the League of Nations, and subheads:
 - (a) Why don't we join?
 - (b) Is the feeling of coöperation and unselfishness aroused by the war still going on?
- 3 C. I don't like the first part. Seems to me that you would have to know: What is the League? Put that as big question and others as subheads.
- 4 T. That would only be another way of arranging it for study. It came up the other way.
- 5 . . . T. Shall we put in "What is it" above points (a) and (b)? What other questions?
- 6 C. Who started it?
- 7 T. Where do you wish me to put it?
- 8 C. How was it started, When, Who, and Where, under What is League.
- 9 C. Put Why also. That is very important.
- 10 C. Put What is it. (Teacher points to it, already on the board.)
- 11 C. No, what I mean is, What does it stand for.
- 12 C. Are all of those equally big?
- 13 C. No. Those under 1 there should be marked a, b, and c. (Teacher corrects.)
- 14 T. Are we ready then to begin our individual study?
- 15 C. No ma'am, we should plan how to do our work.
- 16 T. Well class, how shall we study our problem?
- 17 C. Like we did the World War.
- 18 C. No ma'am, not rambling like we did at first.
- 19 C I'd suggest that each take a question, study it, put an outline on the board, and talk on it
- 20 C. I think let us all study each question.
- 21 C. We tried taking the whole in the War and that did not work so well.
- 22 C. Take one question each day and look it up.
- 23 T. Have you looked at your available materials, children? That is wise before deciding how to handle a problem. I have looked at them. I am afraid you will not find enough classified facts, so that you can investigate each question separately this time. Suppose we use a combination of your suggestions this time. Like this—Study all the question, put what you get out of it into sentence outline form. Add, of course, any questions you like. Then in class we will take one ques-

tion at a time, and make a class outline from all of yours. Would that be satisfactory? I should suggest that it would help you in your work if you put each big question you work on, on a separate sheet of paper. I should add a sheet for references also.

- 24 T. Class, what is the question we were to study together to-day?
- 25 C. Shall we join the League?
- 26 C. Under that:
1. Is feeling of coöperation and friendliness aroused by the war going to continue?
 2. What is League?
 3. Why do we not join?
- 27 C. Under 1 we might consider (child gives questions).
- 28 T. Turn that into sentences now. What is the principal thought?
- 29 C. League of Nations is an organization of nations of the earth to preserve peace of the world.
- 30 C. By whom formed should be next, but it should be a sentence also to go with what we have there.
(Rewords) Wilson helped a lot
- 31 T. How shall I write it?
- 32 C. By speeches.
- 33 T. Are you trying to give a general background or make definite points on an outline. Shall I put them down?
- 34 C.
- 35 C. It was formed by members of peace conference
- 36 C. By council only.
- 37 T. Do you know anything definite about it? Have you a good reference?
- 38 C. In this it is said that President Wilson made a speech pointing out the necessity of the League.
- 39 C. That was to the Senate.
- 40 C. No, it was at the beginning of the peace conference.
- 41 C. I have it. No, it is not very clear here.
- 42 C. But this is (Reads from books, and children collect points on board)
- 43 T. What was Peace Conference?
- 44 C. A group to make peace.
- 45 T. Yes, merely to make peace. But this conference found there was something more to be done and appointed. . . .
(Teacher shows how Peace Conference and League of Nation are not same. Writes on board at children's dictation, as follows: Organization we now have, made by committee of Peace Conference. Wilson, chairman; fifteen members.)
- 46 C. When, where, and why comes under that.
- 47 C. January 1919. That is date for Peace Conference. It that what we want?
- 48 C. March. But it would be in 1919.
- 49 T. In April they gave report.
- 50 C. You need where. That was in Paris and the purpose was to secure

universal peace. Then, comes the idea —— wished to give a while ago, "What does it stand for?"

(Child reads from a book and asks for explanation. Teacher explains.)

51 C. What does League stand for?

52 C. Don't the laws made by League come under that?

53 C. It's a joining of a few of the countries to secure national coöperation and to settle arguments likely to cause trouble.

54 C. Then members bound themselves to respect and preserve territory and integrity of members.

55 T. Have you anything more under one?

(Calls on several.)

56 C. I have something on what League stands for to reduce armament, settle disputes by arbitration. . . .

57 T. Did you get how that was to be done? Has anyone?

58 C. Yes'm, Council was to suggest and Senate to decide.

59 C. Object of League was to. . . .

(Child reads from book in regard to this.)

60 C. I have another thought under that. . . .

61 C. They had a lot to say about arbitration.

62 C. Belgium was to be restored.

63 T. But that was part of Treaty of Peace.

64 C. . . .

65 C. They were to care for general interests of members. They were not to consider any treaty binding until reported to other nations.

66 C. They are always talking about covenant. What was that?

67 C. I want to know.

68 C. Is it a constitution?

69 C. I thought law. (Teacher explains.)

70 C. They were not to interfere with previous covenants and
(Gives another point.)

71 C. You had another point here at three.

(Child discusses judicial inquiry.)

72 C. Then about the states? They were to regard breaking of covenant as an act of war against the League and break off economic relations with such members.

73 C. Have you seven now? My text had seven big points. Ah, there's one you have not. Publish information in regard to armies and navies.

74 C. I thought 2 included that.

75 C. No, this was so they could not build up an army like Germany did.

76 T. That was a good summary, class; I wonder what those of you not reporting are doing?

77 C. I am trying to learn it as we go along.

78 C. Copying it.

79 T. There is another point. League members were to take up mandatories of backward peoples.

80 C. Mandatories?

81 T. Yes—shall I explain that? (She does.)

82 C. Protectorates then.

- 83 C. Like we protected Cuba for awhile.
- 84 C. Does that mean that United States had more colonies to report?
- 85 C. Have Central Powers joined League? (Teacher explains.)
- 86 T. Another point here. League members were to join each other in certain activities such as (a) protecting labor, (b) improving working conditions, (c) helping Red Cross, (d) abolishing trade in drugs, and so forth.
- 87 T. A moment ago, some one wanted to report on who had joined League.
- 88 C. I know some. . . .
- 89 C. There were 32 states. . . .
- 90 C. Does she mean 32 states? I thought there were 48 states.
(Teacher explains two uses of word state.)
- 91 C. Our Monroe Doctrine has something to do with League.
- 92 T. In what way?
C. . . .
- 93 C. (reads from book) I think that should be under III on board.
- 94 C. I was reading from a book, how spies tried to stir up trouble on the continent so it would interfere with the Monroe Doctrine, and make us fight.
- 95 C. I have two more questions. (She reads at length from her notes, then summarizing.) Council was to consist of representatives from United States, British Empire, France, Italy, and Japan.
- 96 C. (interrupting) Other members were to be chosen from time to time.
- 97 C. (continues) I found number of votes allowed
- 98 C. How is it we send representatives to League and do not belong?
- 99 C. I want to know, too.
- 100 C. Yes, I want to know that.
- 101 C. Because we did not know that we did not want to join and began sending representatives.
- 102 T. Do you want to know why we send representatives now or why we sent representatives to help form the League?
- 103 C. Now.
(Teacher explains.)
- 104 C. Perhaps they think we can help even if outside the League.
- 105 C. They think we are such a big nation that we ought to be included.
- 106 C. We are an educated nation.
(Teacher explains how many problems are in regard to trade and currency, etc., and how hard it would be to decide without the help of all the big nations.)
- 107 C. (to teacher) It is like when ——— was reading, the class and you were not entering in; we kept referring to you anyway.
- 108 C. Wilson was in favor of League, but it was about that time that Harding came in and he was not in favor.
- 109 C. But they thought he was too old and worn to go on
- 110 C. Could Wilson have run again? Is not having a third term just a custom?
(Child answers in an aside.)

- 111 T. But even if Wilson could not run, they could have elected a president who had same ideas. They did put up Cox, you remember.
- 112 C. Cox is to run again, some papers say.
- 113 C. Is Cox a democrat?
- 114 C. Yes.
- 115 C. Is feeling of friendliness and coöperation aroused in the United States during the war, going on if we refuse to join the League? I thought of that again last night.
- 116 C. Nations are still trying to coöperate, and we have refused to join the world organization.
- 117 C. Refusing to let immigrants in shows we do not want foreign
- 118 C. people. . . .
- 119 C. But, Miss ———, that looks right. If we let just anyone come . . . would affect our government.
- 120 T. It seems that there is much more to be said on immigration. Shall we save it for later?
- 121 C. I saw a cartoon on that in Literary Digest. Uncle Sam Statue of Liberty was using his hand as if he did not want foreigners to come in.
- 122 T. All of this can go under the one sentence you wrote. (Indicating board.)
- 123 C. Yes.
- 124 C. Any one would have a hard time keeping up with all the disputes they have had over that League.
- 125 C. I would like to know what they are doing in 1923.
- 126 C. I would like better to know what they do in 1924.
- 127 T. Suppose we take that for our next assignment.
- 128 C. What does Coolidge think? Is he more like Wilson or Harding?
- 129 C. Like Harding.
- 130 T. Does opposition to the League mean that they are opposed to world coöperation?
- 131 C. No, only that they have different ideas about how to get coöperation. Every one has a different idea, it seems.
- 132 C. Is Mellon a Republican?
- 133 C. Why did the League go to Switzerland for headquarters?
.
- 134 T. Did anyone find anything more about the League?
- 135 C. Found article in the Digest.
- 136 C. Not much to be had.
- 137 C. I saw that McDonald, the new Prime Minister of England, was in favor of League. (Several articles are offered.)
- 138 T. Here is an article on the last meeting of the League. But first let us see if we have clear what the organization of the League was to be.
- 139 C. League was suggested in Peace Conference.
- 140 C. War caused people to realize need of it.
- 141 C. Conference met at The Hague, Holland.
- 142 C. United States and England were main nations represented because they had settled so many former disputes by arbitration. Some coun-

tries felt that war was impending. . . . England and United States were getting along so well that they thought they would follow their example.

143 T. Three ideas then:

(1) United States and England had tried out arbitration.

(2) World war helped us to see need of some world organization.

(3) Wars seemed imminent.

144 C. (talking from notes) In 1899, Czar invited nations of the world to send representatives to The Hague Peace Conference . . . 29 nations . . . a permanent conference established . . . drew plea for arbitration to court . . . Hague conference had prepared way.

145 C. When? 1899. Who began it? Czar of Russia. Leading nations? United States, England. Work? Made rules for warfare.

146 C. Also to be an organization for all time . . . Permanent war court organized.

147 T. Anything further under this?

148 C. I think we should find its purpose more clearly.

149 C. United States and Mexico submitted first case for arbitration of League.

150 T. Shall we consider the arbitration question?

151 C. Were any other cases submitted to The Hague?

152 C. Oh yes, object was to decide international disputes as far as possible without necessity of war.

153 T. Take a few minutes study period. Only report the important ideas you get.
(Study.)

154 T. Now report. (Teacher begins to write as they talk.)

155 C. Venezuela and Colombia . . . dispute over boundary . . . Great Britain desired more than was hers . . . Monroe Doctrine . . . United States encouraged Venezuela, 1895.

156 C. In 1871, Alabama Affair . . . ships made in Great Britain . . . Confederates attacking United States merchantships . . . called Alabama Claims from one ship . . . settled by arbitration . . . Great Britain paid United States \$15,000,000 . . . Civil War . . .

157 C. In 1903, Alaska boundary question . . . Canada claimed . . . finding of gold aggravated dispute . . . settled by arbitration.

158 T. Did Conference settle these?

159 C. Alabama dispute settled by a committee . . .

160 C. This is how they go about it to settle some of them. . . . They have committee who investigates . . . Disputing nations cannot go to war for a year while this is being done. . . .

161 T. . . .

162 C. They could not always manage things by arbitration. . . .

163 T. Nations learned that organization was necessary even for that.

164 C. In 1893 . . . dispute between United States and Great Britain . . . United States declared right to regulate seal fisheries in Bering Sea. . . . Taken to commission for arbitration. United

- States was not right . . . Later laws were passed whereby both protected fisheries.
- 165 C. Would not Panama Canal Zone Difficulties come in here . . .
- 166 C. Pullman Strike 1894 . . . wages reduced . . . workers wanted it settled by arbitration.
- 167 T. Has that anything to do with the League? United States affair entirely, is it not?
- 168 C. I think it is connected . . . Foreigners involved . . .
- 169 C. It would be better to settle such by arbitration.
- 170 C. It gave us experience in using arbitration.
(Teacher writes . . . United States in internal affairs was learning to use of arbitration.)
- 171 C. What was Germany doing all this time?
- 172 C. She was sending spies around . . . Germany voted against reducing the armaments, too.
- 173 C. France sent MacMillan over to Mexico to rule. How was this settled?
- 174 C. Mexico established own government. United States told . . .
- 175 T. Yes, settled by one country using its influence with another . . . not arbitration . . . friendly way . . .
- 176 C. But I don't see how it was friendly if United States sent troops down there.
- 177 T. Friendly in that . . . But omit word friendly if you wish . . .
(Child has been taking notes for herself and does omit.)
- 178 T. What is important thought back of it?
- 179 C. A country may use its influence to get disputing countries to settle differences.
- 180 C. In this case the United States Secretary of State had demanded that the prince be not established in Mexico.
- 181 C. What right did United States have to demand this?
- 182 C. Monroe Doctrine. . . .
- 183 C. What was Monroe Doctrine? (Discussed Monroe Doctrine, and Hague Conference at length.)
- 184 C. I don't see what we mean by discussing Hague Conferences. We were working on the League.
- 185 C. Shows how idea has grown.
- 186 C. We are finding how nations found their need for League.
- 187 C. I found out about first meeting of the League . . .
- 188 C. In 1907, second meeting of the conference was held. . . .
- 189 C. 47 countries present.
- 190 C. This book is full of the League.
- 191 C. We did not mention that in 1888 United States passed bill to establish interstate Commerce Commission.
- 192 T. How does this affect League?
- 193 C. United States practiced arbitration in internal affairs.
- 194 C. In 1911 Great Britain had dispute over New Foundland fisheries. . . .
Wet to Hague Conference.

- 195 T. Was arbitration much used?
- 196 C. From 1903-1905 there were 33 separate treaties made.
- 197 C. Can a nation make rules for any further out than three miles from shore?
(Bell rings.)
- 198 T. Let us number items properly, as we make record of them.
(Next lesson similar, taking up reasons for and against Americans joining. There was reading of bits from report of meeting of 1923, followed by discussion. Next, class prepared by making individual statements for and against thinking there would be another world war. Class outline made on board.
Remarks made to teacher as she enters.)
- 199 C. As I read I became really afraid and shivered
- 200 C. I read a long article on question. As I first read I thought we would have war and I got disturbed and troubled; then when I came near the end I thought we would not and that rested me.
- 201 C. I found many reasons myself for thinking we will have war, but still I do not think we will, when all is considered.
- 202 C. I found more reasons given for thinking there would be a war.
- 203 T. Could any one tell you whether there would be?
- 204 C. But when we read of people thinking it possible it makes us feel terrible.
- 205 C. People are still fighting in some parts of Europe and this may later spread to actual warfare and to other people. . . . (Child discusses Russia. Teacher has stepped to board and written question.)
- 206 C. My point is for
(Teacher so heads column and enters it.)
- 207 C. The condition of the people of the world to-day may lead to war.
- 208 T. Should your point not be more definite?
- 209 C. There is fighting in France and Germany.
- 210 T. Actual battles in France? (Class chorus, No.)
- 211 C. Germany thinks she has not her rights wants to get them
. . . . may have a chance
- 212 C. What rights does she want?
- 213 C. She wants land, world power, and she wants her colonies returned.
- 214 C. (heatedly) She never was a world power.
- 215 T. (soothingly) Oh yes, she was one of the strong nations of the world. You are thinking that she did not have a place above all other nations, are you not? (Child nods.)
- 216 C. Germany continues to mobilize troops.
- 217 T. Is there proof on that?
- 218 C. Her troops are said to be increasing in some way.
- 219 T. They have been limited by the Allies. If there were proof of this, the Allies would probably take action.
- 220 C. (aside) It must be terrible for Germany to come down so.
- 221 C. We might at least say that there is training of soldiers still in Germany and gathering of arms. That much is going on in the open.

- 222 C. May not Germany cause another war through not being in the League of Nations?
- 223 T. Why should that incline her toward war?
- 224 C. She wanted to join League, but other countries did not approve.
- 225 C. She would feel resentment . . . think she was not getting fair play.
- 226 C. Do you think, then, that Germany would reform if she were allowed to join League of Nations?
- 227 T. We cannot know.
- 228 C. League of Nations is working to secure world peace.
- 229 C. Most nations are seeing the need of peace now.
- 230 C. League is trying to influence countries to friendliness.
- 231 T. How does it do that?
- 232 C. (1) By getting countries to help each other.
(2) By giving facts to the countries.
(3) By helping them to use arbitration.
(Repetition of (3) in various forms given by several children.)
- 233 C. Who first started the idea of arbitration?
- 234 C. United States and England were the first to make use of it as we think of it now, but we would have to go way back in history to find the beginnings.
- 235 T. Yes, I think it grew gradually.
- 236 C. It probably did not seem like they were using arbitration at first, did it? . . . Unconscious of it . . .
- 237 T. We only read of the very clear cases of it, you think?
- 238 C. . . .
.
- 239 C. Many war inventions are being made now. . . . (Illustrates from Germany.)
- 240 T. Is Germany the only nation doing this?
- 241 C. No, we are also. (Illustrates.)
- 242 C. Inventions are increasing the deadliness of warfare.
- 243 C. That is a point on both sides then.
- 244 T. New inventions give warlike nations a hope of winning in another war. But many people feel the hopelessness of fighting at all under modern conditions.
- 245 C. Germany certainly was not satisfied with the results of the last war year . . . Many of the nations are realizing the cruelty of war. . . .
- 246 C. Nations are finding it difficult to pay their war debts. . . .
- 247 C. One of our reasons for going to war last time was to secure a world democracy but we found we did not get it from war.
- 248 C. We won some points. . . .
(Several remarks lost.)
- 249 C. European countries now disagreeing over state matters. . .
Ruhr Valley. . . .
- 250 C. Germany has not enough power or money to fight.

- 251 C. Might apply to other countries also. Countries have been so badly wrecked by war that they cannot fight now.
- 252 C. Germany's steel mines, coal and chemicals are in the hands of the French.
- 253 C. The Disarmament Conference succeeded in getting nations to restrict armaments.
(Digression of power of central governments in various countries since the war.)
- 254 C. Immigration problem may cause serious disagreements and so prepare for war.
- 255 C. Point for: Provinces of different nations may cause war by desiring to be independent.
- 256 C. Point against: Other nations respect Monroe Doctrine.
- 257 T. What questions have we left behind us unanswered that we should take up in the future? (Teacher enters on board as children suggest.)
- 258 C. Let us find out about some of the great men. Wilson for instance.
. . . I saw reference to four greatest men of our time. . . .
- 259 C. We did not work on the inventions during the war.
- 260 C. Trace the changes in nations.
- 261 C. That could come under inventions.
- 262 T. Or would inventions come under changes?
- 263 C. The K. K. K. is changing now. I think we should look up that.
- 264 T. You know we said we would not take that up until last of year.
Collect your material for a final discussion.
- 265 C. We left the question about what should be the attitude of America toward other races.
- 266 C. Negroes.
- 267 C. I read that Supreme Court had decided that Chinese could not be citizens.
- 268 C. The changes in the immigration laws.
- 269 C. What has happened about the World Court? I have been thinking about that for three days, wanting to start that question.
- 270 C. Is World Court similar to League of Nations?
- 271 C. The industrial development as a whole.
- 272 C. What is habeas corpus? They mentioned that in an article I read last week.
- 273 C. We have not brought in anything about the Civil War.
- 274 T. Take one of your questions for next lesson.
- 275 C. Let us have industrial development.
- 276 C. Or immigration. . . .
- 277 T. Which question of the two for next lesson? How many favor first?
Second?
Immigration is the next topic.
- 278 C. I found something very interesting about how the immigrants came over.
- 279 C. I found something about the new immigration laws.

- 280 C. I had thought that steerage meant that the people had terrible fare coming over, but I read that they now have good conditions.
- 281 C. I had heard they had little space.
- 282 T. They are giving better accommodations now. Did any of you read the recent article in ———?
- 283 C. I found they are making restrictions on the immigrants. They come over here just to get jobs and make money. The United States wants people over here who will build up the country. Workmen of any kind . . . prohibited.
- 284 C. I found a good cartoon in ——— showing how the good immigrants can come in, and the undesirable ones are kept out.
- 285 C. I found one, too.
- 286 T. What did that cartoon show?
- 287 C. Europe is sending her worst to this country instead of her best.
- 288 C. United States objects to the immigrants going to the cities where they group together. They cannot find enough work; so they tend to become idle.
- 289 C. In 1882 Congress passed a law excluding all unworthy immigrants. Some excluded were—insane, idiots, diseased, etc.
- 290 C. The Chinese people are excluded. Chinese work for less in California, throwing the white people out of jobs. . . . The Supreme Court decided that Chinese cannot become citizens and therefore are not entitled to hold land.
- 291 T. Certain classes of Chinese can come. . . . With regard to others it is just the opposite, certain classes only are excluded. . . .
- 292 C. If we want to go to China we should let them come to us.
- 293 C. United States is a more highly developed nation . . . we can help them but they cannot help us.
- 294 T. That is our opinion. Chinese may not agree with us. But don't lose an important point here. The Chinese now are not allowed to become citizens while other immigrants are.
- 295 C. I found that new immigrants differ from the old.
- 296 C. The passage is cheaper now so that the immigrants can afford to go back and forth. They do not stay to become citizens.
- 297 C. It is getting to be quite common to come for a little while only.
- 298 T. Have you evidence of that?
- 299 C. Here it is. . . .
- 300 C. The first coming of many Chinese was caused by the gold rush in California.
- 301 C. Do they not allow certain classes to come in from all the countries? . . .
- 302 T. Did you read of proposed laws?
- 303 C. . . . That if parents are excluded the children must also be excluded from citizenship.
- 304 T. How long will the present laws remain in effect?
- 305 C. Until proved good or bad.
- 306 T. Oh no, a more definite answer can be given. Take a study period. Here is some recent material you may use.

- 307 C. I found when present law expires
- 308 T. . . .
- 309 T. Class, make an introductory summary now.
- 310 C. When people first came to settle in the new world, they came not only to find homes. (1) Some came for money. (2) Some were sent over. (3) Others came because they had committed crime. (4) Some wanted religious freedom. (5) Others wished to avoid the laws of the home country. (6) Others came to make a new government.
- 311 C. (7) Some were brought over as slaves.
- 312 C. They came from many parts of Europe.
- 313 C. English settled in all the colonies. Quakers came to Pennsylvania. . . . Germans to Penn . . . Dutch to New York . . . Swedes, Norwegians and Danes to Delaware . . .
- 314 T. What do you recall after the colonial immigration?
- 315 C. The people then had to develop the country in order to live. (Rambling remarks about work.)
- 316 C. The bringing in of factory workers made the next period.
- 317 C. Then, too, the homesteading age when the immigrants heard that free land was given in the west and went there to settle.
- 318 C. All of these were from the North European countries.
- 319 C. Later America became the melting pot of the races.
- 320 C. Irish came to factories in 1860.
- 321 C. Chinese in 1852.
- 322 T. See, then, if you can pick up the steps in the immigration movement for your next lesson.
- 323 C. Is every question divided into different periods?
- 324 T. You have found a colonial period, an early national period, in this so far. You have talked of present-day conditions, too. . . . What do you think?
- 325 C. In the book it gave 1895 as showing a decided change in immigration. (Two recitation hours spent on immigration.)
- 326 T. There are several problems to be decided between for our next discussion.
- 327 C. Industrial development, I thought was our next to be traced through.
- 328 T. Two problems you have mentioned in recent discussions are: Leaders of our country, and, What is happening now in our country.
- 329 C. But in order to get ready on these we must look both in books and in magazines.
- 330 T. Suppose you begin making a collection of material for those then.
- 331 C. If we find a question that we do not know anything about, may we still bring it in for discussion?
- 332 C. I found another good article on immigration since we discussed that question.
- 333 T. Are we ready to begin work on leaders?
- 334 C. No.
- 335 T. Do all of you understand how to go on with tracing out the industrial development?
- 336 C. Yes.

- 337 T. We will take that for our next problem then.
- 338 C. We will begin with our text.
- 339 C. I already have a clipping for it.
- 340 C. (looking in her book) Will Industrial Revolution be all right for a beginning place?
- 341 T. How far back will you go, class?
- 342 C. Go back before the Revolution, pages — are useful.
- 343 C. I think we should go back before that. Pages —.
- 344 C. That tells how industries began.
- 345 C. We could get some background for our problem by going further back.
- 346 C. We could find, too, about shipbuilding, bringing over servants . . .
- 347 T. Did you find anything on conditions that sent people over here?
- 348 C. Page — is real good.
- 349 T. We are beginning, then, with first part of our text and getting our bearings on the question.
- 350 C. Can't we use other books here, too?
- 351 C. I think we should also look through rest of text.
- 352 T. Why yes, look for all helpful material and think how to use it. Only restriction is our own question.
- 353 C. I still want to know about the writ of habeas corpus.
- 354 C. The laws about labor should come in here. We must find out about leaders and inventions.
- 355 T. Could we not look for leaders as we go along? This, then, is our definite assignment: Each pupil choose one American leader to report to class, sign up for him. Each gather clippings on what is now happening in the United States. Each prepare to help class study industrial development.
- 356 T. What questions on industry did you consider out of first thirteen chapters?
- 357 C. It was hard to pick out.
- 358 C. I found these in first three chapters. . . . Beginnings of trade, slavery, relations of Education to early industry . . .
- 359 C. Growth of trade also.
- 360 T. When?
- 361 C. Fifteenth century.
- 362 T. Anything else important?
- 363 C. Trade in the Old World.
- 364 T. What would you discuss under that?
- 365 C. Habits and customs brought from the Old World, development of industries, implements, beginning to build ships and trade.
- 366 C. I found about early inventions . . . Printing press . . . also government of trade.
- 367 C. I have the wage question.
- 368 C. I looked up merchants and tradesmen.
- 369 T. The Guilds.
- 370 C. I have about the early national protection of industries.

- 371 C. I found why workers came over here.
- 372 C. Beginnings of manufacturing, iron industry.
- 373 C. How about the effect on American industries of the laws preceding American Revolution?
- 374 T. Can you talk to each other on the special topics now? If all are not ready, we had better take a study period. I shall come around to help any of you who have not found problems or questions.
(Children report problems for listing on the board as they begin work on them. Members of class proceed to make sentence outlines as they study.)
- 375 C. I want another question: I am ready on first.
- 376 T. There is the list of topics already chosen. Why not take your choice of any problem not listed?
- 377 C. I'll take Strikes in American Industry.
- 378 C. Can't I follow my question right on through?
- 379 T. You mean trace the "Tariff" on into modern times? You could. . . .
- 380 T. You will, I see, be ready to report on the earlier problems to-morrow. All come prepared to get down the story of industry. Each will of course try to give a well rounded report. May rest of class ask questions as usual?
(Weakest member of the class, at the close of a study period, asked for the notes which he had used in preparing to give the report handed in the following. No help had been given except in finding books.)
- 381 C. What were the early tariff difficulties of the nation?
1. The key to the tariff issue.
 - (a) When the Revolution army war broke out many factories had already been started.
 - (b) As soon as relations with England were severed, the Americans had to manufacture for themselves or perish.
 - (c) People knew how to run the factories, so this made new factories spring up. Some of the far-seeing men like Hamilton could see that the Americans could manufacture for themselves and could do all other things.
 2. English competitors for American markets.
 - (a) At the close of the Revolutionary War, England had a lot of wool, cotton goods, and hardware which she sold at 25% discount.
 3. The demand for protection of American industries.
 - (a) American manufacturers immediately asked the government to protect their industry, which they did by placing a low tax on certain imported goods.
 4. Effect of the war of 1812 on American manufacturers.
 - (a) The War of 1812 had just about the same effects on trade as the Revolution had.
 - (b) It cut off trade from England but some was smuggled in.
 - (c) It forced Americans to manufacture more for themselves, and

got them into the habit of buying all kinds of things from their own country.

- (d) The iron foundries and the textile mills were especially busy.
 - (e) Hundreds of men bought land and enlarged their factories. This gave more men work.
5. England dumps goods in United States again.
- (a) At the close of the war of 1812 the English merchants had a lot of goods which they threw into the market at very low price.
 - (b) Because of this the American factories had to close down and the managers were ruined.
The price of goods fell, the wool clips were sent to England and many of the wool sheep were killed for meat and tallow.
 - (c) Iron manufacturers put out their fires.
6. Tariff of 1816.
- (a) A cry went up again that the government should protect American industries against cheap goods of England.
 - (b) At this time the manufacturers of New Jersey, New Mexico and Pennsylvania were joined:
 - (1) By the farmers of Kentucky, Ohio, Indiana, Tennessee whose wool help and flax brought better prices in protected American markets than in England.
 - (2) By the sugar planter of Louisiana who could not compete with those of Cuba and Jamaica.
 - (c) In New England sentiment about the tariff was divided. The mill owners demanded protection for industry, but the ship owners were not in favor of it because they thought it would lessen the freight.
 - (d) So in 1816 a tariff was passed to a height which would have shocked the members of Congress that passed the law of 1789.
 - (e) In the early days farmers and planters had regarded the protective tariff as a sole benefit for the manufacturer, but now some of them looked upon it as a means for developing home markets.
7. Era of specialization ends in financial panic.
- (a) Between 1818 and 1819 business was good. Men borrowed money from banks to embark fanciful schemes.
 - (b) Manufacturers encouraged by particular tariff enlarged their plants and bought a lot of land. Farmers mortgaged their land to make improvements.
 - (c) Large sums were sunk in canals and roads that could not bring dividends.
 - (d) A dreadful panic was the result. Thousands of people lost all they had.
 - (e) There were so many kinds of money in circulation that merchants had to ask, What kind of money have you?
8. Tariff of Abomination.

- (a) Adams was elected president. Some of the people did not like the way in which he was chosen.
 - (b) His troubles were increased by the tariff of abominations because it placed a tariff on manufactured goods higher than before.
 - (c) The southern people said he was betraying the country for the benefit of the New England manufacturer.
9. Opposition to the tariff in the South.
- (a) The tariff of 1828 was greatly criticised by the southern states who said it was for the benefit of the North. They held a convention which was to protect against protection. Northern in fighting for the tariff developed industrial life in that section.
 - (b) The southern states were wholly agricultural. Their prosperity depended on England for its sales of cotton.
 - (c) The southern states manufactured almost nothing and had to buy nearly everything.
 - (d) The southerners held that they should be allowed to make their purchases freely in England.
 - (e) They claimed also that the tariff was raised for manufacturer and the farmer had to pay difference.
- 382 T. Class, are you ready to outline the facts you think important as we planned? Will the speakers remember to show class clearly the connection of their particular topics to the main topic of industrial development?
- (Each child, as name is called, steps to the front, announces problem, gives report; after which others question. Selections from observer's notes follow. These are incomplete because children talked too fast for observers to write full sentences.)
- Notes on ideas from old guilds.
- 383 C. Guilds helped unite people. Farming main industry . . . iron used . . . manufacturing . . . textile industry . . . started in homes . . . spinning wheels . . . looms . . . home made furniture . . . tools—shoes . . . no factories . . . everything commonly made in homes . . . Even butchers and bakers soon had part in guilds . . . guilds considered prices to be charged . . . new to people . . . showed values of organization . . . Growth . . . peddlers . . . stores for people to come in . . . annual fairs . . . foreign . . . trade . . . developed . . . Much of education was teaching a boy a trade . . . from apprentice . . . to master workman. Notes from effect on early industry of laws made by England for colonies.
- 384 C. Woolen Act—kept us from manufacturing . . . little trading . . . navigation acts prevented . . . prices high . . . trade laws insisted on trade with England . . . Townsend acts bad . . . tax on tea hurt our commerce . . . smuggling . . . effect . . . underselling . . . waste colonists oppose hampering laws . . . action against tax . . . against

Stamp Act . . . effigies . . . doing without goods . . .
 colonists' opposition strong . . . Stamp Act Congress met . . .
 Sons of Liberty organized . . . Stamp Act repealed . . .
 Pitt's speech . . . less taxing . . . new laws . . . Boston
 Port Bill . . . new ways of fighting England through corre-
 spondence between colonies . . . organized . . . all shows
 fighting unjust regulations of their trade.
 Notes on Popular education.

- 385 C. Pioneers did not neglect education even in dangers and perils of their
 lives . . . lower schools later removed from religious control
 . . . needs of immigrants . . . free schools increased, but
 . . . difficulties in way of universal education . . . reliance on
 charity for the support of schools . . . religious bodies still in
 control in some parts . . . monasteries . . . Horace Mann
 Secretary . . . Massachusetts . . . Clinton . . . New
 York . . . helped development . . . Emma Willard . . .
 Mary Lyons . . . Academics established . . . higher educa-
 tion for women began . . . public high schools started 1820
 . . . by middle of 19th century education was no longer unusual.
 State supported colleges next step . . . higher education for
 women at length came . . . popular education helped by
 newspapers . . . magazines . . . chautauquas . . .
 Notes on organization of labor.
- 386 C. Inventions did most to develop business part of industries . . .
 steam engine made world kin . . . effect on building up manu-
 facturing cities of the United States . . . spinning Jenny . . .
 loom . . . carding machine . . . reaping machine . . .
 planter . . . growth of agriculture . . . transportation
 . . . United States commercial country . . . Women a part
 . . . inventions more effect on them than on men . . .
 women already doing textile work in home . . . children helping
 with small jobs . . . women chief labor supply 19th century
 . . . Took up clerking, better fitted for this . . . sweat shop
 . . . employment irregular . . . terrible conditions, wages,
 unhealthful surroundings . . . late hours . . . women's
 demand for equal pay for equal work . . . Wage system meant
 . . . sunrise to sunset . . . laborers lose wages if employee
 failed . . . Time of paying wages uncertain . . . workers
 complained sympathizers helped . . . New England organized
 societies . . . demanded shorter hours and better pay . . .
- 387 C. Corporations and trusts are much alike . . . definition of cor-
 poration . . . large scale business . . . better to work
 together . . . Roosevelt's attitude toward rights of corporations
 . . . holding property . . . selling . . . managers stock-
 holders in another company . . . meaning of monopoly . . .
 stockholders influence . . . definition of trust . . . many
 kinds . . . sugar and oil examples . . . Sherman Anti-trust
 Law . . . control by federal government.

Laborers began to unite . . . Frances Wright . . . earlier life in Scotland . . . lectured on wages, conditions, hours, reforms . . . Robert Dale Owen, others reformer . . . pamphlet . . . laborers did not appreciate these . . . later societies formed . . . federations organized . . . Printers in 1852 . . . others later organized . . . strikers sometimes followed organization. Strikes grew frequent . . . In 1877 . . . Pittsburgh . . . people killed . . . detectives . . . civil war in Carnegie iron works . . . Hay market. Riot . . . Chicago . . . bombs used . . . far western mines and difficulties . . . 1894 . . . Pullman car company struck . . . American Railway Union called sympathetic strike . . . Debs . . . Troops . . . public involved in strikes as follows:

- (1) People suffered when business stopped.
- (2) Lives and property endangered . . . Government had to settle many questions.
- (1) How far should courts be permitted to go in ordering employees to do this or abstain from doing that in connection with strikes.
- (2) Under what conditions should the militia or federal troops be called out and what should they be permitted to do when called out?
- (3) To what extent should police be allowed to interfere with meetings held to help strikers.
- (4) Should strikers be allowed to keep other workers from taking their jobs.
- (5) Should labor unions be given the right to exclude non-union men from any industry and thus maintain a closed shop. Public demanded an adjustment . . . American Federation recognized right of workers to form union . . . sought to make disputes arising between employers and employees a subject for common consideration . . . Became question whether United States should allow employers to pay wages so low that employees could not live decently and become respectable American citizens . . .

(Reports and discussions continue several days with such incidents as the remarks following.)

- 388 C. I don't get the idea.
- 389 T. Can you tear your report into bits for her? What was your biggest thought?
- 390 C. People moved westward.
- 391 T. What has that to do with the development of industry?
- 392 C. They had more land. They were developing industries under new conditions.
- 393 T. What are your subordinate thoughts?
- 394 C. (1) The Northwest Ordinance was passed.
- 395 T. What has that to do with it?

- 396 C. Government in this way made it possible for country to be both settled and developed.
- 397 T. Yes, what was your next point?
- 398 C (2) Government built roads through the country
 (3) This land was developed by hardy pioneers. (I mentioned Daniel Boone, for instance.)
 (4) There were four stages to this westward movement.

- 399 T. (to child, obviously trying to get down every word and losing out)
 You seem to be having a hard time. Try listening to reports while given. Make your notes afterwards. We will wait a few minutes between reports if necessary. Don't watch for words.

 (Child describes pioneer conditions quite at length.)
- 400 C. That was good.
- 401 T. Where did you get information?
- 402 C. In different parts of my own text.
- 403 C. (another child) I got only three points down on that though.
 (1) Louisiana settled very rapidly in spite of many dangers.
 (2) Neighbors helped each other.
 (3) Education was rare.
- 404 C. (another child) Well, I got only one—Life beyond the Mississippi.
- 405 T. Surely, that was the whole topic that he was talking about. It did all center about that. You got a new name for his topic, not his points.

- 406 T. In continuing our reports to-day, what shall we do to make them better?
- 407 C. Be careful to use good English.
- 408 C. Talk more clearly.
- 409 C. Use our maps and pictures while talking.
- 410 C. Use outlines that are brief and clear.
 (Program of reports is posted. Each child gives his. Pupils and teacher ask questions; summaries made at various points. For instance, at end of reports on westward movements, teacher suggests that they summarize whole. One bit of discussion after a report follows to show how children handled their own problems.)
- 411 C. I don't see the connection with industrial development of this westward movement.
- 412 C. Oh, I do. They began trading with each other in the different regions.
- 413 C. Rivers explored increased trade. Roads built did the same.
- 414 C. They were looking for wealth and for land.
- 415 C. This moving westward showed that people wished to build up their business.
- 416 C. Such vast territory led us later to organization of labor.

- 417 T. Was not westward movement an expansion of agriculture opportuni-
ties? You have told how miners and farmers followed explorers and
traders.
- 418 C. Yes, and now we have not even mentioned the cattle rangers . . .

PERIOD F

April 17 to May 15

- 1 T. I should like to talk about what we should do when we have finished these reports.
- 2 C. Make the whole into an outline.
- 3 C. Do you mean what should be our next topic?
- 4 T. Are we ready to leave this one about the industries?
- 5 C. No.
- 6 C. Let each one enter his own outline in the class book for all of us to review by.
- 7 C. Yes.
- 3 C. Let's have a match, too.
(Rapid suggestions on how to conduct this. Decision to write out questions so as to remember them but not to use them in contest.)
- 9 T. This would be a good time to complete the date chart you suggested earlier. You remember, too, that you decided some weeks ago that you wished to investigate the men who helped in industrial development. I will post a list of men you mentioned with the most convenient reference. Each may prepare on two. Check your name opposite your choices.
(Children complete reports, using pictures and maps in some degree and telling many little stories to make reports more vivid. Reports on about forty men and women are given in rapid succession, teacher helping class to select more important facts to remember if reporter fails to distinguish values. Question of women's suffrage raised by one child. . . . Children use index, tracing through their text the story of women's growing participation in both education and public affairs, teacher entering stages on board as they dictate.)
- 10 T. Suppose we begin by putting into our outline the dates and events you think are important. We shall use this same chart you worked on first of the year and fill in first the part you said then should be for industrial development.
- 11 C. 1803, Louisiana purchased.
- 12 C. Let's begin earlier. 1783, Treaty of Paris gave us our first territory.
- 13 C. 1819, Florida purchase was part of territorial expansion.
- 14 C. 1845, Texas brought more land into the union.
- 15 C. Gold discovered about this time helped build up country.
- 16 C. But our account of territorial expansion is incomplete.
- 17 C. 1804 was time of Lewis and Clark expedition. There was an earlier expedition.
- 18 T. Yes, 1792, Gray sailed around South America and explored Columbia River.

- 19 C. When did she say Gadsden purchase happened? I can't find it.
(Another child tells her in an aside.)
- 20 C. I don't understand how we are doing this.
- 21 T. Oh, we are putting events in different lines of development at different levels on the chart. (Indicates on board.)
- 22 C. Seems to me we should place this (stepping to board and indicating) there instead of here. It does have to do with both, though.
- 23 T. Are you getting these clearly in mind as well as completing the chart?
See if you can trace the main events in any period when looking away from the board.
- 24 C. I want you to require this in our notebooks. I am afraid I will never get it all otherwise.
- 25 T. Perhaps, if you choose one date or event out of many and make connections with others as we have been doing during the year, you will not think there are many. Exact dates are not always important.
- 26 C. Now there is the treaty of Paris—how about thinking of that as later part of 18th century? . . .
- 27 C. Why, there we have coal found in 1890. Must be a mistake. That was about the Revolutionary War.
- 28 C. We spoke of woman's suffrage yesterday. I looked up the date. Amendment was passed in 1920.
- 29 C. Bureau of immigration established. . . .
- 30 C. But we have that already.
- 31 T. I believe I have a pleasant surprise for you. You have enjoyed calling attention to pictures of various events and places we have studied this year. Several times we have talked of movies that gave us ideas for our history work. And you have said you wished we might study through pictures. We can't afford history films, but I have been searching for a set of slides for you. I have found a set of 300 that we may rent. (Exclamations and clapping.) I am glad you are pleased; then I shall order them for us. I believe we can get them here by next Wednesday. How do you think you could use three hundred pictures so as to get the best out of them? I believe they range over the whole of history.
- 32 C. They will be a good way to review.
- 33 C. That will be more interesting than the game we played last time.
- 34 T. We must think of a definite way to use them. If for review, could you get them into acts and scenes, or how arrange to get them into the connected story? Or how will you use them?
- 35 C. Will they come in order?
- 36 T. I hope not! (They laugh.) But we can place them so.
- 37 C. They will include whole of our book.
- 38 C. (gleefully) That will be really and truly a review.

- 39 T. All right, suppose you plan. We can spend the next two days on getting ready for pictures.
- 40 C. Can't you take it in periods and have scenes under each?
- 41 T. Yes, if you choose periods of action.
(Child asks question which shows she is following chapters in her text.)
- 42 T. Are the chapters in your book consecutive?
- 43 C. Must we put them in order?
- 44 T. Why yes, it would not be the continuous story we decided on without it, would it?
(Some of children are putting down such scenes as immigration, industrial growth.)
- 45 T. I believe I see what is troubling some of you. You are putting down big ideas. I am glad you have learned to do that, but is it not a series of events you want now?
- 46 C. Will expansion do?
- 47 T. No. That is not a distinct event. The expansion of the United States, as you know, has been going on all through its history.
(More questions.)
- 48 T. Listen, boys and girls. Imagine you can live from 1492 to 1920 in the next few hours and get from place to place by merely thinking yourself there. Take your kodak along and snap pictures. You may use three hundred films. See if you can get a worthwhile picture with each snapshot. Put date on each so that you can keep them in order if you exchange.
- 49 C. I wish we could do it as a class.
- 50 T. Later, but would it not be best for each to do his own thinking before we do that? Here —— has the idea. She has written
1. Columbus sighting land in 1492.
- 51 C. I am going to have
2. A town meeting in Jamestown.
- 52 T. When?
- 53 C. First was in 1619.
- 54 T. So, of course you will not put a date earlier than that for your picture.
- 55 C. Here is one in the book that I planned to have.
- 56 T. But do not depend on using the pictures in the books. Use your own imaginary kodak. Here, one of you has written "Harvard 1776." That picture and date is so in the book. Have you a reason, ——, in your story at this point for that picture? For that date? . . .
- 57 C. Did not Braddock die in French and Indian War? That will give me a picture.
- 58 T. Snapshot that war at the very moment he falls off his horse.
- 59 C. Our text jumps all around.
- 60 T. But what has it helped us to do, though?
- 61 C. Trace developments.
- 62 T. What parts of the book can we use to help us get events in order?

(Quiet leafing. Many search in front of book; teacher suggests looking in back of book. Presidential administrations with events under each are found. Summaries and outlines after chapters throughout book are suggested.)

- 63 T. How shall we use our pictures?
 64 C. Each take a part of the story of our country, tell it, illustrating it with pictures.
 65 C. Recognize the pictures thrown on screen.
 66 C. Yes, before telling that part of story, ask class questions on picture.
 67 C. Divide class into sides and see which will know the most.
 68 C. Let's not forget that we are going to ask class questions over our part. I move the losing side entertain the winning. (Discussion. Passed.)
 69 T. Shall we divide story into parts now so that each of us may have his own part on which to prepare?
 70 C. Exploration.
 71 C. I think we should continue explorations from 1492-1909.
 72 T. But . . .
 73 C. That will not do.
 74 C. No, we are trying to give continuous story this time.
 75 C. Colonization.
 76 T. Did you get any snapshots on period before Revolution. I saw you had snapshots of the Revolution.
 77 C. Constitutional convention.
 78 T. What could be the next period?
 79 C. Beginning of education.
 80 C. Parties formed.
 81 T. Yes, beginning of political development.
 82 C. Beginning of nation.
 (Teacher writes "Early life of nation.")
 83 C. War of 1812.
 84 T. What next?
 85 C. Development.
 86 C. Was national road in 1811? Development then, 1811 to 1860.
 87 T. You might include that in early life of the nation.
 88 T. Civil War.
 89 T. Did we not have troubles before the war began?
 90 C. Yes.
 (Teacher writes "Troubles leading to civil strife.")
 91 C. Reconstruction next, then.
 (Topics finally expressed so as to equalize work. Child suggests drawing for assignments. Children prepare talks, selecting and arranging slides and other illustrative material. They prepare questions to ask class. Class questions reporters as they desire during and after reports. Reporters handle contest on topics at end of hour. Each pupil is asked to hand teacher some form of paper showing what would be brought before class.)

Exact copy handed in by one child follows. No help had been given on this or correction made by the teacher.)

"The patriots were victorious in the first battles of the Revolution, Lexington and Concord. On retreating from Lexington, the British were ambushed by the Americans from behind trees and stone walls.

"In 1775, the Second Continental Congress met at Philadelphia. Washington was appointed commander-in-chief of all American forces. In July, 1776, a resolution that 'these united colonies are, and of right ought to be, free and independent states, that they are absolved from all allegiance to the British crown, and that all political connections between them and the State of Great Britain, is, and ought to be, totally dissolved' was adopted in Congress. On July 4, 1776, a Declaration of Independence, drawn up by a committee led by Thomas Jefferson, was signed.

"During the war, there were three principal campaigns, the Northern, Middle States, and Southern Campaigns. First comes the northern campaign.

"At Bunker Hill, the patriots who held the fortified hill were twice unsuccessfully attacked by the British. The third time the British carried the heights, but with a great loss of men.

"Crown Point and Ticonderoga were taken by Ethan Allan and his 'Green Mountain Boys,' securing a large store of ammunition for the patriots. The British blocked on the land side by Washington, evacuated Boston in ships. The patriots, thinking they could stir up the French in Canada against Great Britain, made an unsuccessful attempt to take Quebec.

"There were some important battles in the Middle States campaigns also. After the defeats at Long Island and White Plains, Washington retreated through New Jersey. On Christmas night he crossed the ice-filled Delaware in canoes and defeated the Hessians (German soldiers hired by King George), whom he found drinking and celebrating. He then slipped away to Princeton, where he was again victorious.

"The patriots were defeated at Brandywine and Germantown and the British captured Philadelphia. Washington spent a winter of dreadful cold at Valley Forge. Many of the men froze to death. They were without proper food, clothing, or supplies. In 1777, Burgoyne, who was sent to separate New England from the rest of the colonies, was forced to surrender at Saratoga.

"Meanwhile, Franklin in France, had secured French aid. French ships were fitted out to fight our battles and French officers enlisted in our army.

"In the South, Cornwallis, the British commander, was at first fortunate. Although his first attempt to take Charleston in 1776 was unsuccessful, he afterwards captured the city. He defeated the patriots at Camden, but sustained severe losses at King's Mountain and Cowpens. He was victorious at Guilford, and marched into Yorktown in 1781, intending to capture LaFayette, a distinguished

Frenchman commanding a division of the American army. Besieged on one side by Washington and Rochambeau, on another by La Fayette, and at sea by a fleet commanded by De Grasse, he was forced to surrender in 1781, thus ending the war.

"At sea, Spain, France, and Holland had joined us against Great Britain. The most famous American sea captain was John Paul Jones. His most noted exploit was the capture of the British frigate, *Serapis*, with his cruiser, *Bonhomme Richard*.

"During the war, a division under George Rogers Clark had captured Vincennes and Kaskaskia, British forts in the northwest.

"The Treaty of Peace was signed in Paris in 1783. The treaty provided that: United States was acknowledged free and independent by Great Britain. Canada was retained by Great Britain and Florida given to Spain, and the boundaries were made Canada on the North, Florida and the Gulf of Mexico on the South, the Mississippi on the west and the Atlantic on the east."

(Children are told that all will be given standard tests as at the opening of session. Each told that he may choose whether to review questions of year as different reports are given, submitting to challenge on any question, or take a final examination in history. Thirteen choose to review by periods, three to review whole and take examination.)

- 92 T. What have we learned about how to study? Suppose you give me all the ideas you have about it!
(Many children start to talk. Teacher calls on one.)
- 93 C. We should use the index and table of contents to find material we need. Events can be placed in accordance with a few dates. Use the table of administrations in this book when trying to place events in order. Keep to the point when discussing a topic. The old will help you in understanding the new. Don't make up your mind for one side until you get points on both sides. Balance the evidence when considering a problem. (Teacher tabulates points as suggested.)
- 94 C. You can have plays and outlines. (Some look doubtful.) They don't help us so much! But they do make the work interesting. (Teacher starts a new list on board.) Diaries, reports, and outlines fit in the same way.
- 95 C. Outlines don't fit there. (Teacher starts new column on board.)
- 96 C. Games.
- 97 C. No, put games with second group. Questions should go with outlines.
- 98 C. In some books the chapters have been grouped for review. . . .
- 99 C. Chapters in some books are written in outline form. The important divisions and parts under each are differently printed, sometimes divided in a number of ways. We should take notes when studying. We should use many references—not only get one author's way of looking at a question.
- 100 T. Just a moment! You go so fast I can't get the points down. Each one of you please watch and see that your ideas get up here.

- 101 C. It is important to read fast, to concentrate on the line of thought, as that keeps your mind from wandering.
- 102 C. We must have a definite aim in reading to get the most out of it.
- 103 C. All information has not yet gotten into books—use newspapers and magazines.
- 104 T. Don't let me lose any of these points!
- 105 C. Don't have some one over you all the time. Learn to work by yourself, to set your own questions and find your own material.
- 106 C. We found during discussion of World War, however, that we needed a leader.
- 107 T. When do you need a leader?
- 108 C. When there are a number of us discussing together.
- 109 C. When using index, it is often necessary to look up topics by more than one name.
- 110 C. Use whole front of textbooks; because they have important helps.
- 111 C. Yes, indeed. If you have new book, read preface so that you know what kind of book it is.
- 112 C. It is more important to know what kind of an author you have.
- 113 C. Copy outlines made on board into class book so that you can use them for review.
- 114 T. Do give me time to note down points.
- 115 C. If you have report to make, say it over to yourself before trying to talk to class.
- 116 C. Might put that under idea of "know your material."
- 117 C. Find steps of growth from old to new in studying history.
- 118 C. Summaries at end of chapters will help you to trace movements.
- 119 C. Of course we must use dictionary to look up words we don't understand.
- 120 C. When given private topic make questions for class.
- 121 T. Why?
- 122 C. To see if it is clear to them, to see if you made them see it correctly. (Teacher suggests correction for word "private," and they finally get "individual.")
- 123 C. After reading, tell to some one at home as if you were in class.
- 124 C. Read introductory paragraphs of chapter or part. Often this gives you ideas to be worked over in whole. Helps to understand or saves time if you are looking for special material.
- 125 C. Read footnotes.
- 126 C. If you can, find out from what source author got material. See if it is trustworthy.
- 127 C. Read separate biographies of great men that you find mentioned in other books. Some of them are very interesting.
- 128 C. It is not necessary to read whole chapters but pick out important and read.
- 129 C. But some times you have in order to understand, to find the important points. (Hands wave frantically as two opponents jump to their feet.)
- 130 C. My reason for this is that some books do not give important points

in black print. Our history books do. (Children rush to book cases for certain books to prove or disprove this statement.)

(Teacher has to insist on return to seats and addressing of chairman, and recognition. Half of class are on the floor, at the close of each speech. Teacher recognizes in turn. Main points only are noted; speech too rapid to get all.)

- 131 C. As we have proved most books do have point in black print, but if they don't you can soon tell most important points and skip parts.
- 132 C. I don't think so many books have. But then you have to read some to get even that.
- 133 C. But you can read a line at top, another at bottom, and one in middle to know.
- 134 C. Sometimes you can read first paragraph, and find out.
- 135 C. You may find it in topic sentence. Topic sentences may not be in first line, however.
- 136 C. In index you can find part needed more definitely. It is not necessary to read chapter as a whole.
- 137 C. But a table of contents will give you whole chapter. But I see you don't use that as often.
- 138 T. When do you use one method; when do you use the other? Watch this idea growing here as different ones talk.
- 139 C. It is not waste of time to read chapter anyway, for you need information later.
- 140 C. You are apt to forget information before you need it. It is apt to mix you up, too, if you are trying to get something clear.
- 141 C. It is waste of time if you take time to read whole, as time to recite comes before you get to the other part. If part read hasn't helped you any. . . .
- 142 C. I think ——'s idea of reading only part is all right if studying it in class. Cannot read whole if time is limited.
- 143 C. If going through book refreshing one's ideas or planning how to study or getting thoughts for a topic, it would be best to read parts.
- 144 C. You can keep your own thoughts going even if you read other ideas not connected.
- 145 C. I believe what —— said. If you read a great deal you get mixed up. Perhaps others can do two things. (Very earnest. Class laughs.)
- 146 T. Your point is that in reading you should hold to a certain line of investigation?
- 147 C. (heatedly) I think you can read as much detail and side helps as you want to. You can concentrate on the one point anyway.
- 148 T. Your thought is this: You may keep to one line of thought when reading. . . .
- 149 C. It is not waste of time to read the whole. One sentence may give wrong idea. Next sentence explains. (Child illustrates.)
- 150 C. I don't see where reading a whole chapter will get you any more mixed up than if you read a story.

- 151 C. But the story is entirely different. It fits together so we do not get mixed up. Many books do not.
- 152 C. Maybe what —— said was right, but if I read paragraph with two ideas it is an accident if I get either meaning. . . .
- 153 C. Of course if you find out paragraph is about question you want, then you should continue reading. You shouldn't stop if it pertains to your topic.
- 154 C. That is She's turning question around. She is not sticking to her point. She said read two or three sentences to see if it was on her topic.
(Spirited taking of sides by children. Teacher has to call on children repeatedly to allow speaker to finish and to be recognized by chairman. Debate is heated and too rapid for note-taking.)
- 155 C. I agree with —— that you need background
(Teacher writes.)
- 156 C. No. That goes over here with these points.
- 157 T. But I have no room. I'll head this the same.
- 158 C. We found at beginning of year that our history text was not arranged according to consecutive events.
- 159 C. Oh, we haven't time to do so much reading for we are most of us slow readers.
- 160 C. I have made that point already.
- 161 C. (Steps out into aisle to claim attention.)
- 162 C. Oh, Miss —— that is a point for my side.
- 163 C. Even if you have limited time, it's best to read the background. It saves time in the end. Also those who do will have more knowledge at end of period of study.
- 164 C. . . .
- 165 C. . . .
- 166 T. —— has the floor.
- 167 C. We are getting off subject. We started with
- 168 C. That is not off
- 169 T. Children, her point is well taken. Two statements to begin with were You have found the keynote to reason for your differences now.
- 170 Cx. Then I move we settle it up. There are times when you should do one thing; times when you should do the other. You must use your own judgment as to when to use each method.
- 171 Cy. If you come to your work with a difficulty, you must word it and begin looking up that thought. Index, topic sentences, and so forth will then help you without reading whole.
- 172 T. Well! cx had summarized whole matter for us; cy has summarized one side. Let's hear from the other side.
- 173 C. You read whole when you wish to understand all the connections or when you have plenty of time.
- 174 T. Suppose we make this clearer in class to-morrow by trying to list the conditions under which we would use each method of reading.
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- 175 C. I've said all I know on these two ways of reading. No spirit of debate to-day.
- 176 C. But debating is interesting. I wish we could get a topic to discuss.
- 177 C. "K. K. K."
- 178 T. We've talked about that too much. Let's get a new one.
- 179 C. Yes, it is too one sided.
- 180 C. But there is much new material now.
- 181 C. We might debate on "North and South Slavery."
- 182 T. But is not that a dead question?
- 183 C. But we could debate as it was then.
- 184 T. We must get a question properly worded, such that you see possibility of taking either side. Bring in such Tuesday, if you wish to debate. Now we will answer our two questions as decided yesterday. (Teacher places on board as follows:
A. When should we not read all of material?
B. When should we read whole?)
(Pupils give much the same points as previous day, but in orderly summary.)
- 185 C. We are repeating what we said yesterday.
- 186 T. Yes, but sorting the ideas out into two summaries.
- 187 C. That topic is exhausted now.
- 188 T. Let's go back to our original question then of "how to study." You suggested yesterday that you had found these ideas. (Points to them on board, then steps to board and continues noting suggestions and indicating speakers whenever several try to talk at once.)
- 189 C. Make questions of your own, have definite questions in mind and try to answer them.
- 190 C. How can you make questions before studying?
- 191 C. We've done it all year.
- 192 C. But answers may not be in your book.
- 193 C. Look in other references then.
- 194 T. Ah, not a sweet spirit in your tone, then. Your classmate has asked how you can make questions before studying, and she would like an answer I think.
- 195 C. You must know something about topic in order to do it.
- 196 C. You make vague question first.
- 197 C. Yes, of course you don't study until you know something about what you want to find out.
- 198 C. After reading enough to get general question, go back and read material over again.
- 199 C. Then remake your questions into better ones.
- 200 C. Answering questions made by the author helps.
- 201 C. (child who asked the question) That might be another good way to begin. Look over his questions.
- 202 C. Yes. Use author's questions and then make some of your own to especially fit you and to bring up smaller parts.
- 203 C. If you have outline of topics, you can make questions out of that.
- 204 C. Outline does not come under this.

- 205 C. As you read, take down questions and later put them into good order.
- 206 C. If you find something you don't know, make a question about it and ask teacher.
- 207 T. Better still?
- 208 C. Look it up in another book.
- 209 C. Compare questions of different authors on same subject. Make outline of questions.
- 210 C. Ah, that was my best suggestion. I've been waiting to give that.
- 211 C. What is the use of reading if you haven't a question?
- 212 C. She wants an aim.
- 213 C. Wouldn't that come under 3 (on board) under "questions"?
- 214 T. Yes.
- 215 C. You have to have a question when you begin real studying, even though it's an unconscious one.
- 216 C. If you can't understand question, then turn it into a statement. (Class objects. Child a timid one. Teacher explains what child means.)
- 217 T. Is that it?
- 218 C. Yes.
- 219 C. Have general questions to begin on, add sentence outline and topics under each to answer the question.
- 220 T. (States more plainly and writes on board.) You've used that frequently when preparing lessons for yourself. Have you anything else to say about the use of questions.
- 221 C. If you want to keep anything, write down page where you found it.
- 222 C. But that is not on question.
- 223 T. Let's put that under "notebook" then.
- 224 C. When we take class notes I think it would be well to have a separate notebook. Then have one for required work.
- 225 T. Let's call it a scratch notebook.
- 226 C. Mine is all scratch this time.
- 227 C. Keep old notes for review.
- 228 C. Have notebook for keeping questions which come up for discussion for next class.
- 229 T. Anything more about notebooks?
- 230 C. Keep a record of what is said in class.
- 231 C. Keep notes up so you won't have to work extra on them when called in.
- 232 C. But if we copy outlines from board as class makes them, then they are changed and we have to copy again. (Teacher shows value of this growing, changing outline.)
- 233 C. Keep your own outlines.
- 234 C. That is good practice.
- 235 C. Use clippings in your notes. Use tabs to index notes. . . . But if you just copy notes and outlines and don't think while doing it, they do not help you.
- 236 T. Yes, that is true. (She brings out value of copying, if done rightly.)

- 237 C. If you keep up notebook, it is more helpful to you than textbook in reviewing.
- 238 T. In what way?
- 239 C. Takes a long time to look up all ideas again.
- 240 C. Perhaps you got material from many books, and it is all together in notebook.
- 241 C. If you jot down ideas, it will help you in studying.
- 242 C. Keep up your reference sheets.
- 243 T. I tried to get you to keep record of references as we went along, but you would put it off until time for checking.
- 244 C. Keep it where you won't lose it. I've lost mine often.
- 245 C. Don't throw any old notebooks away. They help later.
- 246 T. Is there any other topic we can take up in this same way? You mentioned outlines. What suggestions have you for making outlines?
- 247 C. Be sure to get right small questions under the big ones.
- 248 C. Be sure to get main questions and not so many details at first.
- 249 C. Keep good outline form.
- 250 C. You don't want just big points, but details under it.
- 251 C. When taking notes take them in outline form.
- 252 T. That is a point very few people remember.
- 253 C. Take down more than one big head, arrange them, and then put down the little points under these.
- 254 C. Best to put it in sentences. You can tell more about it then, if you use them after you've forgotten. Topics or words are good when you want to review yourself or to make a talk using only a little card for notes. If you want to save it and review, sentence outline will help most.
- 255 C. Question outline is good for helping you in studying.
- 256 C. First make general outline; then fill in.
- 257 T. When put in details?
- 258 C. While studying and after studying too.
- 259 T. What other suggestions or outlines? (Silence.) Let's see what you have to say about taking notes then.
- 260 C. Don't take a jumble of notes; organize them.
- 261 C. Don't take notes all the time, but listen or read and then write.
- 262 C. When new point is brought take it down, listen for outstanding topic and get it down; then listen for details.
- 263 C. Make it as short as possible.
- 264 C. Leave space so you can fill in afterwards.
- 265 C. Keep notes so you can use later.
- 266 C. . . .
- 267 T. We have that.
- 268 C. Make them neat.
- 269 C. After you have notes write them out, compare with book or person who gave topic.
- 270 C. Put questions as well as statements into notes.
(Bell rings.)

II

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The bibliography given is composed merely of those books from which quotations have been used or to which direct references have been made in the study. There is no attempt to give a bibliography of all the books, domestic and foreign, which necessarily form the educational background from which such a study as this develops.

